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ABSTRACT

This curriculum guide contains course content recommendations for Arkansas high schools in the following social studies subjects: American government/civics, American history, Arkansas history, contemporary American history, economics, global studies, psychology, sociology, world cultures, world geography, and world history. Each subject is divided into a number of topics; and each topic includes the basic and developmental skills students should attain as well as recommended learning strategies for teachers and students. (DB)

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# Arkansas Public School Course Content Guide

# HIGH SCHOOL SOCIAL STUDIES

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# INTRODUCTION

The **Standards for Accreditation of Public Schools**, (1984) adopted by the Arkansas State Board of Education, required the development, dissemination and use of these course content guides. These guides identify the objectives that are to form the basis for the social studies in Arkansas schools. Classroom teachers, curriculum specialists, administrators, professors and Department of Education personnel have participated in the development of this document.

These guides offer a framework on which a curriculum will be built. They should not be considered the complete or only curriculum of a school. After adopting the guides and after careful planning, the local staff should extend the skills listed by outlining teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, meaningful units of study will evolve and a more complete curriculum guide will emerge.

Each guide is divided into three columns. The first column lists basic skills, the second developmental skills and the third suggests teaching strategies. Although all of the skills should be taught, the basic skills are those on which the Minimum Performance Test (MPT) items are based. The strategies are offered as recommendations and may be used in any way a teacher or staff deems relevant.

In the preparation of these guides a large selection of material was surveyed, including the criticisms and suggestions made by many educators over the last five years. Appreciation is expressed to the National Council for the Social Studies, the Council of State Social Studies Specialists, the Bradley Commission on History in the Schools, the National Commission on the Social Studies, the Association for Supervision and Curriculum Development, the Association of American Geographers, The American Forum, the Social Science Education Consortium, the Arkansas Council on Economic Education and the Departments of Education in North Carolina, Wisconsin, Iowa, Missouri, California, Texas, Oklahoma and New York.

The Department and the State Board of Education recognize the outstanding work of those professional educators, especially classroom teachers, who contributed many hours to the development of these guides. Their love for young people and their sense of responsibility to their peers is impressive. They truly represent the best of their profession. Grateful thanks is extended to them and the educational community from which they emanate.

No curriculum should be considered static. Updating of the guides is a continuous process. Constructive criticism and worthwhile suggestions are welcomed.

# PREFACE

The central purpose of the social studies in Arkansas schools is the development of enlightened citizens who can function effectively in local, state, national and international communities. Citizenship participation in public life is essential to the health of our democratic system. The goal in the social studies program in Arkansas is to prepare young people who can identify, understand and work to solve the problems that face our increasingly diverse and ever more interdependent world.

Knowledge of the world at large and the world at hand, of the individual and the institutions they form, of the past, present and future is crucial. All social studies activities should be planned to expedite and foster the explanation and understanding of such linkages. The social studies curriculum designed in the local district to meet the needs of all students should include experiences that link information presented in the classroom with civic participation.

Teachers are encouraged to involve all levels of Bloom's Taxonomy as they develop the skills outlined in the course content guides, but each instructor should be especially cognizant of the critical place the social studies play in the development of reasoning and thinking skills. Within the social relationships nurtured in the classroom, students should be using the skills of information gathering, inquisition, communication, decision making and participation.

We all recognize the differences in the experiences of women and men, of all races, colors, ethnic groups and of people of varied physical and mental abilities. In preparation of curriculum, districts should demonstrate the value of all persons by including the contribution, representation and experiences of all groups in curricular objectives, teaching materials and classroom experiences.

In the elementary guides, five strands, or themes, have structured the social studies curriculum. They are history, geography, culture, government and economics. The secondary curriculum elaborates upon this foundation. This packet of materials contains a brief summary of the entire social studies curriculum prescribed for Arkansas. It also contains the guides for all of the courses mentioned in the Standards for Accreditation of Public Schools (1984). They are American government/civics, American history, contemporary American history, economics, global studies, world cultures, world geography and world history. Guides for Arkansas history, psychology and sociology are also included. These courses are not requirements, but are frequently taught as electives. Providing state guides eliminates the necessity for local districts to write their own guides for these courses.

## K-12 Skills Outline

The following is an outline of the scope and sequence for social studies that is recommended for kindergarten through grade eight. Suggestions for scheduling courses in grades nine through twelve are also included. All teachers should see and study these pages in preparation for teaching social studies at their respective grade levels. The principal purpose of this outline is to provide an overview of the social studies program to facilitate understanding and planning of the curriculum throughout the grades.

Regulations passed by the State Board of Education mandate the inclusion of foreign language/foreign culture units in grades one through six, units of study on Arkansas in kindergarten through grade three, six weeks of Arkansas studies at grade four and one semester of Arkansas history at grades five and eight.

**KINDERGARTEN** -- The Individual and Group Relationships.

While it is important for children to recognize their own uniqueness, they must also learn to function in social settings. Students should be exposed to a diversity of lifestyles and learn to evaluate how groups of people are similar and different, as well as how groups meet their basic needs of food, clothing and shelter. Children should be introduced to the various groups of which they are a part, especially that of the family, the school, the community and the state of Arkansas. The idea of division of labor will become evident to the children as they learn about the jobs that different people hold in each of these settings.

**GRADE 1** -- The Family, Today and Long Ago

Is is important that children learn that families take many forms in our culture and other cultures, both past and present. Children can learn the different roles that family members play. Dependence of family members upon one another and of the family upon other families should be stressed. Studying family life in earlier times and in other cultures provides opportunities for comparing ways of living. The globe should be introduced along with simple maps. The need for rules and laws should be taught as a natural extension of orderly group life.

**GRADE 2** -- Neighborhood and Local Communities

The study of how people live in social groups outside the family is the center of the second grade year. Children will develop an understanding and appreciation of people in groups. Division of labor can be related to the various jobs people perform in the community. Students will learn how goods and services are provided. The need for rules and laws will be reinforced and the discussion of authority and justice introduced. Geographic concepts relating to directions and physical features of the landscapes need to be included. A global perspective is important and can be achieved through studying how one's community is interrelated with other communities, as well as studying neighborhoods in other cultures, both past and present. Contrasting neighborhood life today with what it was in an earlier time is recommended.

GRADE 3 -- Arkansas Communities in a Global Setting

The community in the global setting is to be the focus for this grade. Students should gain an understanding of the earth as a closed system. The concept of interdependence should be emphasized. The interaction of people and their environment is vital. Discovering connections between one's own community and others in the world is important. Talking with people who have visited other lands is be advisable. Listening to stories that originated in other cultures would be interesting. Students should be able to identify how communities meet their basic needs as well as recognizing similarities and differences among various groups. The evaluation of how communities are organized based on the social institutions - family, church, school, laws, money - should be practiced. Students should also be able to evaluate how technology affects life in a community. Students may discuss opportunity costs relating how our choices of goods and services determine what products are in our communities. The study of folklore and of the lives of individuals from many backgrounds is also encouraged.

GRADE 4 -- World of Communities -- An Introduction to Social Studies
(Must include six weeks of Arkansas history)
(Nine weeks of geography is recommended)

It is at the fourth grade that basic skills are listed for the first time. It is at this age level that the five basic themes of history, geography, culture, government and economics should become clear to students. The fourth grade year must include a minimum of six weeks on Arkansas history. It is strongly recommended that a minimum of nine weeks be devoted to geography. All of the basic map and globe reading skills should be included. Students will learn about regions as areas defined for a specific reason, e.g., the state as a political region; an area of the world defined in terms of its physical features, climate, economic level. The study of culture regions, past and present, will make excellent units of study. Such studies might center on a city, city-state or organized area.

For a complete picture of the fourth grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) Identify the four periods of prehistoric Arkansas,
2) Locate Arkansas on an outline map of the U.S.,
3) Identify the universals of culture as those things common to all groups,
4) Explain why governments exist,
5) Classify items as wants and needs.

GRADE 5 -- Our Arkansas and American Heritage
(Must include one semester of Arkansas history, or the equivalent there of)

The fifth grade program focuses on the development of the United States and the state of Arkansas with particular emphasis on developing effective attachments to those principles on which this nation was founded and that have guided its development. The diverse cultural, ethnic and racial origins of the American people should be stressed. Attention should be directed to specific individuals who have contributed to the political, social, economic and cultural life of our state and nation.

By regulation, this year must include a semester of the study of Arkansas. By teaching units of study based on that which is outlined in the course content guide, schools will meet this requirement. Teachers should recognize that there are skills in all five theme areas which may easily be combined into meaningful units of study as is outlined in the Introduction to these guides.

For a complete picture of the fifth grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) Identify Arkansas Post as the first European settlement in the area we call Arkansas,
2) Identify and locate the six geographic regions of Arkansas,
3) Identify similarities and differences among various groups within a pluralistic society,
4) Give reasons for rules and laws in the U.S.A.,
5) Identify four factors of production.

GRADE 6 -- History and Geography of Our World, Part I

The sixth grade program centers around selected areas and cultures traditionally different from the U.S.A. By reading the introduction to the sixth grade guide, teachers will see that they are free to develop units of study on any area of the world, but the basic themes should be incorporated into all units that are prepared. The interdependence of nations should be illustrated and the commonalities of all cultures (e.g., language, institutions, artistic expression) discussed. In addition, geography, government and economic skills introduced at grades four and five should be reviewed and further developed.

The MPT is based on the skills listed in this guide. The skills in this guide are closely related to those in the seventh grade guide. For a smooth transition, and for the purposes of remediation, it would be extremely advantageous for the teachers in these two grades to have time to plan jointly.

For a complete picture of the sixth grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) Identify and explain the significance of the symbols of citizenship, e.g., flag, leaders, national shrines or buildings,
2) Describe the influence of terrain upon the lives of people,
3) Identify the social institutions all cultures form,
4) Identify different forms of government,
5) Discuss and give examples of economic interdependence.

## GRADE 7 -- History and Geography of Our World, Part II

The seventh grade program provides an opportunity to broaden the concept of humanity within a global context. The focus should be on the world as the home of many different people who strive to deal with the forces that shape their lives. The context of the year is centered generally around areas traditionally similar to the major cultures of the U.S. A. Although basic themes that structure the elementary grades should be a part of this year's study, the focus is definitely upon geography, e.g., resource distribution, spatial relationships, global interdependence. The history of areas should be provided in order to illustrate changes through time. The aspirations and problems of developing nations need to be stressed. Emphasis should be given to the many interconnections that exist between places and people in the modern world. This not only includes resources necessary to support technologically based societies but cultural interconnections as well, e.g., art, literature, communication, religion, music, sports.

Units of study may be developed around many areas, but the skills listed should be used repeatedly as different groups are studied. Because this guide is so closely tied to the sixth grade, teachers at these two levels should plan jointly. Also, it is important to recognize that the age of exploration and the formation of nations were taught in elementary school and will not be repeated as a part of the requirements for eighth grade. It would be most helpful to the teachers at that level, for the seventh grade year to end with a study of western Europe including the historical ties with America.

For a complete picture of the seventh grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) List personalities that have impacted the development of these societies,
2) Identify the natural features that define regional units,
3) Explain how three diverse cultures use their natural environment to meet basic human needs,
4) Identify major reasons for trade among nations,
5) Give examples of economic interdependence.

## GRADE 8 -- America and Our Maturing State
(one semester of Arkansas history required)

Social studies at the eighth grade is to include a semester of Arkansas history and a study of American history. The social history and economic development of the country, including cultural and aesthetic dimensions of the American experience should be stressed. Attention should be given to the history of ordinary people doing ordinary things as well as to the stories of famous men and women.

The scope of Arkansas history at this age level is to focus upon the time of the Louisiana Purchase to present day, while the American history portion of the skills stresses Revolutionary times to the Civil War. Teachers are advised to familiarize themselves with the guides for grades four, five and high school American and Arkansas history to assure that the entire breadth of both are covered in a child's school career. The MPT will cover all of the skills in the American history section and those through the Civil War and Reconstruction section of Arkansas history. The rest of Arkansas history should be taught after the administration of the test.

As the Introduction recommends, teachers should prepare meaningful units of study using this guide as a framework. All skills are to be taught. However, it is the basic skills upon which the MPT at this grade is based. Students should be engaged in active learning and lecture should be kept to a minimum.

For a complete picture of the eighth grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) Identify major reasons for breaking with England and forming a new nation,
2) Locate on a map areas west of the Mississippi that eventually made up the contiguous U.S.,
3) List ways technology made the Civil War different from previous conflicts,
4) State changes in Arkansas brought about by wartime conditions,
5) Recognize Arkansas as a major food producer,
6) Discuss the many problems facing Arkansas today.

**GRADES 9-12**--Arkansas law requires that all students take and pass one full year of American history to graduate. The *Standards for Accreditation of Public Schools* (1984) the courses each high school must offer at least once every other year. The following is a suggestion of when courses are most appropriately offered. Individual schools are encouraged to evaluate their curriculum and plan their scheduling based on the needs and desires of the school and its students.

**GRADE 9**

American Government/Civics
World Geography
American History
World Cultures

**GRADE 10**

American Government/Civics
World Geography
American History
World Cultures

**GRADE 11**

American Government/Civics
World Geography
American History
World History
Global Studies
Economics
Contemporary American History
Other electives

**GRADE 12**

American Government/Civics
World Geography
American History
World History
Global Studies
Economics
Contemporary American History
Other electives

The Department of Education encourages the teaching of the following by providing course content guides.

Arkansas History Sociology Psychology

In addition, there are other courses that may be developed by local districts. To teach these, a district must develop guides and submit them to the Department of Education for approval. Examples of these courses are:

Anthropology
Humanities
Newspaper in the Classroom
Introduction to Social Studies
Comparative World Religions
Law
Current Events
Philosophy
Minority or Ethnic Studies
Women's Studies
Social Problems
International Relations
Advanced Placement courses

Social Studies Guides for Arkansas High Schools

**AMERICAN GOVERNMENT/CIVICS**

**AMERICAN HISTORY**

**ARKANSAS HISTORY**

**CONTEMPORARY AMERICAN HISTORY**

**ECONOMICS**

**GLOBAL STUDIES**

**PSCHOLOGY**

**SOCIOLOGY**

**WORLD CULTURES**

**WORLD GEOGRAPHY**

**WORLD HISTORY**

**AMERICAN GOVERNMENT AND/OR CIVICS COURSE CONTENT GUIDE** Recommended for grades 9-12

## INTRODUCTION

Theories of American government and the practicalities of American citizenship are integral parts of a whole and cannot be separated. Both are included in this guide. However, such a combination does not preclude the existence of two separate courses -- government and civics. This guide is designed to serve as the core of either course. Additions at the local level of more political and economic theory will yield a guide in keeping with traditional government courses. On the other hand, the additions of such topics as economic and business organizations, careers, the environment and social problems will produce what is commonly regarded as a civics curriculum. If both courses are taught, great collaboration is necessary between, or among, the teachers of civics and government to avoid duplication of content and provide maximum coverage. Standards for Accreditation of Arkansas Public Schools (1984) will be satisfied by the offering of one unit (two semesters) of government or civics, or one semester of each. These courses(s) must be offered at least once every other year to grades 9-12. Neither are requirements for graduation under the present interpretation of the law, but they may be a part of local requirements for graduation.

Topics in this guide do not need to be presented in the order listed, e.g., the topic "Government Systems" might serve as an introductory or as the concluding unit. However, the "Survey of Law" segment should precede the material on the state and federal court systems. The basic skills are detailed for clarification. The strategies column lists suggestions of ways to teach the basic and developmental skills. Teaching techniques should accommodate a diversity of learning styles. For a government, rather than a civics, course many skills listed as developmental should be considered basic or essential.

Resources to facilitate the ultimate goal of all social studies education - active participation of students in public life - are abundant. Teachers of this/these course(s) should work closely with the school's media specialist to locate resources to augment classroom materials. Channels of communications should be developed between the school and local elected and appointed officials to promote the involvement of these people in the classroom. The proper use of a variety of outside resource people can be most beneficial.

## GOVERNMENTAL SYSTEMS

### BASIC SKILLS

1.01 Recognize forms of government (whether and/or how the power to rule is divided - unitary, dual [including confederate and federal], anarchical).

1.02 Define and identify political systems (how many people have power or influence in the government - autocracy; oligarchy; aristocracy; democracy [including direct and indirect]).

1.03 Define and identify social systems (how much power the government has in the society - totalitarian, authoritarian, democratic).

1.04 Identify economic systems (how much power the government has to decide what will be produced, how it will be produced, what resource/methods will be used in production, who will receive the products - capitalism, socialism, communism).

1.05 Discuss the major purposes of government (e.g., maintaining order, providing public services, providing security, making binding decisions).

### DEVELOPMENTAL SKILLS

1.25 Give present or historical examples of forms of government.

1.26 Give present or historical examples of political systems.

1.27 Give present or historical examples of social systems.

1.28 Give present or historical examples of economic systems.

1.29 List and explain the form of government, political system, social system and economic system for the U.S., Great Britain, Switzerland, China and Cuba.

1.30 Compare parliamentary and presidential democracies.

1.31 Discuss other political systems such as theocracies and plutocracies.

STRATEGIES

1.75 Prepare a chart illustrating the governmental system, economic system, political system, social system and form of government of one nation in North America, South America, Asia, Africa and Europe.

1.76 Create a mythical nation with the most oppressive governmental system.

1.77 Create a mythical nation with the least restrictive governmental system.

1.78 Investigate economists mentioned in The Worldly Philosophers by Robert Heilbroner and present oral reports to class.

1.79 Debate whether a benevolent despot could be a good ruler.

1.80 Create a montage of an authoritarian or totalitarian society.

1.81 Interview people who have lived in other countries concerning the differences in how governments operate.

## CONSTITUTIONAL DEVELOPMENT

BASIC SKILLS

2.01 Recognize that our political heritage is basically European in nature.

2.02 Recognize that we inherited two of our main principles of government from England (the principles of limited and representative government).

2.03 Identify the basic rights of people asserted by the Declaration of Independence (equality, life, liberty and the pursuit of happiness).

2.04 Recognize the theory of government asserted by the Declaration of Independence (a just government rests on the consent of the people; the people have the right to abolish an unjust government).

2.05 Recognize that the Articles of Confederation, our first national constitution, established a confederate form of government.

2.06 Recognize that our current Constitution, begun in 1789, replaced the confederate form of government with a federal form.

2.07 Define and identify the Constitution as the foundation and framework of the government of the United States and as the supreme law of the land.

2.08 List the parts of the Constitution (preamble, articles, amendments).

2.09 Describe the basic principles of the Constitution (popular sovereignty, limited government, federalism, separation of powers, checks and balances).

2.10 Identify the three branches of government and the function of each.

2.11 Explain the process of ratifying the Constitution.

2.12 Know the amendment process and explain its importance (establishes an avenue for changing the Constitution).

2.13 Identify the importance of the Bill of Rights to the individual (serves as legal guarantee of personal liberties, protects people from government interference in certain areas).

## DEVELOPMENTAL SKILLS

2.25 Explain how England's dominance in the New World ensured that our government would be more English in nature than French, Spanish or otherwise.

2.26 Discuss the rights of people and the theory of government espoused in the second paragraph of the Declaration of Independence.

2.27 Identify the strengths and weaknesses of a confederation.

2.28 Cite the advantages and disadvantages of a federal form of government.

2.29 Analyze the meaning of constitutionalism and limited government.

2.30 Explain the importance of compromise in the writing of the Constitution.

2.31 Analyze the Iroquois Great Law of Peace to discover ways it may have influenced the Framers.

2.32 Summarize the preamble, seven articles and the amendments to the Constitution.

2.33 Explain why a federal system was a natural out-growth of our nation's earlier experiences.

2.34 Explain how amendments to the Constitution reflect the thinking of particular historical periods.

2.35 Discuss how separation of powers and the system of checks and balances have changed over the years.

2.36 Discuss amendments proposed by Congress and not ratified by the states.

2.37 List and discuss groups denied the rights guaranteed by the Bill of Rights at the time of its writing (e.g., women, blacks, handicapped).

## STRATEGIES

2.75 Prepare a bulletin board that conveys the foundations of our government: the political philosophers (Locke, Rousseau, Montesquieu, Burke); our English heritage (Magna Charta, Petition of Rights, English Bill of Rights, etc.); colonial contributions (House of Burgesses, Mayflower Compact, Fundamental Orders of Connecticut, the Declaration of Independence and the Iroquois Great Law of Peace).

2.76 On a chart, compare the ideas expressed in our Declaration of Independence to those in similar documents (particularly the Universal Declaration of Human Rights).

2.77 Compare the philosophies of the Federalists and Anti-Federalists (refer to The Federalist Papers). Prepare a debate with students representing the various perspectives.

2.78 Develop a chart comparing our system of federation to other federal systems (e.g., in Canada, Switzerland, Mexico, Australia and India).

2.79 Debate which amendments have had the greatest impact on American society.

2.80 Utilize the video series, We The People (six, 30 minute programs dealing with principles of the Constitution).

2.81 Pretend that Congress has called a convention to consider writing a new federal Constitution. Brainstorm what issues should be presented.

2.82 Investigate the backgrounds, personalities and political ideas of Jefferson, Madison, Hamilton, Washington, Sherman, Jay, Henry and others. Role play a meal with all in attendance at which they debate their viewpoints.

2.83 Complete a chart depicting the structure and principles of national government.

2.84 Create a scenario in which students are placed in a position of having to give up an amendment to the Constitution. After deciding which would be given up, students should justify their choices.

## CITIZENSHIP: RIGHTS AND RESPONSIBILITIES

### BASIC SKILLS

3.01 Define citizen (native or naturalized member of a nation who is entitled to the protection and privileges of his or her government).

3.02 Determine the duties of a citizen (those things a citizen is required by law to do - e.g., attend school, obey the laws, pay taxes, defend the country, serve on a jury).

3.03 Determine the responsibilities of a citizen (those things a citizen of a democracy should do - e.g., know and respect the laws, vote, take an active part in the democratic process by working with political groups and speaking out on issues).

3.04 Complete a voter registration form.

3.05 Recognize the rights and liberties of citizens protected by the Bill of Rights (freedom of expression, right to assemble, to petition, to bear arms, to due process, to receive just compensation for property, to counsel and to trial by jury; freedom from unreasonable searches and seizures, from double jeopardy, from cruel and unusual punishment and self-incrimination).

3.06 Explain how citizenship has been expanded by Constitutional amendments and civil rights legislation.

3.07 Define: immigration, legal and illegal aliens, refugees, naturalization.

DEVELOPMENTAL SKILLS

3.25 Explain U.S. citizenship (e.g., What is it?; How to get it and live it?; What responsibilities accompany it?).

3.26 Discuss immigration and the naturalization process as factors in preserving the strength and vitality of the United States.

3.27 Discuss the problems posed by large-scale legal and illegal immigration to the United States.

3.28 Characterize America as a pluralistic society.

3.29 Discuss the rights of citizens guaranteed in the main body of the Constitution.

3.30 Recognize that the 9th Amendment declares there are other rights in addition to those in the Constitution and discuss what those rights might be.

3.31 Describe the rights of aliens in the U.S. (including legal and illegal).

3.32 Explain why civil rights are relative rather than absolute.

3.33 Discuss the modern implications of the Bill of Rights.

STRATEGIES

3.75 Obtain a copy of a citizenship test and take the test.

3.76 Clip articles from the newspaper that illustrate each of the Bill of Rights. Display these in a prominent place.

3.77 Attend a naturalization ceremony.

3.78 Interview a naturalized citizen about why he became a U.S. Citizen, how it felt to vote, etc.

3.79 Debate whether America today is best described as a "salad bowl" or a "melting pot."

3.80 After brainstorming the meaning of the phrase "The Model Citizen," write an essay on the topic.

3.81 Research and report on key Supreme Court cases that reinforced or redefined the rights listed in the Bill of Rights (e.g., *Tinker*, *W.VA* *v*. *Barnette*, *Mapp* *v*. *Ohio*, *T*.*L*.*O*., *Miranda*, *Hazelwood*).

3.82 Create and implement a voter registration system for a school election.

3.83 View *Gideon's Trumpet* and discuss which of the Bill of Rights is addressed in the story.

3.84 View *Twelve Angry Men* and discuss the dilemmas faced by jury members.

## THE POLITICAL PROCESS

### BASIC SKILLS

4.01 Recognize a political party as an organized group of people with common interests who work together to win elections, determine public policy and lead the government.

4.02 Identify the American political system as a two party system and name the two major parties (Republican, Democratic).

4.03 Identify two basic steps in the electoral process (nomination and election).

4.04 List the methods of nomination (self-nomination, write-in, petition, caucus, convention, direct primary).

4.05 Name the types of elections (open primary, closed primary, partisan primary, nonpartisan primary, run-off, general, special, recall).

4.06 Recall the qualifications to vote (citizenship, age, residency and registration).

4.07 Define: radical, liberal, left, moderate, right, conservative, reactionary, suffrage, special interest groups, lobbies, propaganda.

4.08 Note the development of third parties and their contributions.

4.09 Identify the media's importance in the political process.

4.10 List and explain techniques of propaganda.

DEVELOPMENTAL SKILLS

4.25 Trace the development of the party system in this country.

4.26 Explain the functions of American political parties.

4.27 Describe the organization of political parties.

4.28 Discuss the roles special interest groups and lobbies play in the political process.

4.29 Describe the methods of nomination.

4.30 Differentiate among types of elections.

4.31 Investigate registration requirements in Arkansas and compare them to other states.

4.32 Discuss voting patterns and trends and whether they can be used to forecast accurate results.

4.33 Discuss the factors which tend to influence voters' choices of candidates (personal background of voters, party loyalty, campaign issues, the candidate's image, etc.).

4.34 Trace the history of the fight for universal suffrage in this country.

4.35 Discuss the Voting Rights Act of 1965.

4.36 Examine the impact that television and the print media have on voters.

4.37 Give an example of an issue-centered third party.

4.38 Give an example of a personality centered third party.

4.39 Give examples of political campaign tactics that use propaganda techniques.

4.40 Analyze the role of political parties in other systems of government.

4.41 Determine the role nomination plays in other political systems.

4.42 Compare the selection of the chief executive in other political systems to our own (e.g., Compare Great Britain's choosing a prime minister with our electing a president).

STRATEGIES

4.75 Analyze the role played by minority parties in the United States. Report on particular parties and their platform.

4.76 Investigate the financing of American political parties.

4.77 Debate whether issues or images play the larger role in a presidential campaign, in Congressional races or in state and local elections.

4.78 Make a timeline charting the progress of suffrage in several countries.

4.79 Debate whether political campaigns should be publicly financed.

4.80 Plan a political campaign or work in a state or local campaign.

4.81 Conduct a mock election.

4.82 Compare and contrast the platforms of the national political parties.

4.83 Conduct a poll using a representative sample.

4.84 View the movie The Candidate and analyze how advisors mold a person into a successful candidate.

4.85 Role play propaganda techniques.

## SURVEY OF LAW

BASIC SKILLS

5.01 Examine the origins of law.

5.02 Identify the following: code, common law, statutory law, civil law, criminal law, contract law and international law.

5.03 Recall that the purpose of a court is to settle disputes.

5.04 Identify the following: plaintiff, defendant, prosecutor, grand jury, petit jury, indictment, judge, trial, verdict, judgement (decision), damages, presumption of innocence, due process.

5.05 Denote the reasons for laws (to establish a fair, safe, orderly life).

5.06 Note characteristics of good laws (knowable, enforceable, fair, instituted by authority).

5.07 Describe civil disobedience and passive resistance.

## DEVELOPMENTAL SKILLS

5.25 Demonstrate the influence of religion in the early development of law.

5.26 Describe the adversary system as the system used in American courts in which each side presents only that evidence which favors its side.

5.27 Investigate substantive and procedural due process.

5.28 Relate the use of civil disobedience as practiced and/or discussed by Thoreau, Ghandi and Martin Luther King.

## STRATEGIES

5.75 Write a rule that contains the four characteristics of a good law.

5.76 Role play civil disobedience and passive resistance.

5.77 Visit a local court.

5.78 Interview a judge or other court official.

5.79 Invite resource persons to speak on students' rights, including due process.

5.80 Read Civil Disobedience or works of Ghandi and King.

5.81 Celebrate Law Day, May 1. Celebrate Citizenship Day, September 17.

5.82 Find examples of laws which lack one or more characteristics of a good law.

## NATIONAL GOVERNMENT

A national government introduction should incorporate a review of the structure and principles of government established in the Constitution. Refer to basic skills 2.07 - 2.10.

### BASIC SKILLS

#### The Legislative Branch

6.01 Define: bicameral, bills, delegated or expressed powers, impeachment, implied powers, veto.

6.02 Recognize that Congress consists of the Senate and the House of Representative.

6.03 Identify the basis for representation in each house of Congress.

6.04 Give the qualifications, terms and duties of the presiding officers of each house of Congress.

6.05 Name the present members of Arkansas' congressional delegation.

6.06 Recognize the expressed powers of Congress, as set forth in Article I, Section 8 of the Constitution.

6.07 Identify and discuss the elastic clause.

6.08 List the three basic steps involved in a bill becoming a law as established by Article I, Section 7 of the Constitution (passed by the House, passed by the Senate, considered by the President).

6.09 List the checks the legislative branch can exercise over the executive branch (e.g., holds purse strings, approves treaties and appointments, creates agencies and programs, may override veto, may impeach President) and over the judicial branch (e.g., approves appointment of judges, may impeach judges, creates lower courts).

### DEVELOPMENTAL SKILLS

6.25 Describe the organization and the special powers of each house of Congress.

6.26 Analyze why the basis for representation is different for the Senate and the House.

6.27 Locate on a state map each of our Congressional districts and associate each Congressman with the appropriate district.

6.28 Identify by name and state the present leaders of Congress.

6.29 Discuss each of the expressed powers of Congress and their implications in today's world.

6.30 Distinguish among expressed (enumerated or delegated) powers, implied powers, concurrent powers, reserved powers and forbidden powers.

6.31 List the non-legislative powers of the House and of the Senate (investigate, consent).

6.32 Investigate the sources of ideas for bills.

6.33 Trace the detailed steps through which a typical bill passes in becoming law.

6.34 Explain the function of the committee system and the role of the political parties in it.

6.35 Analyze the forces which are likely to influence a Congressman's vote on a bill.

6.36 Describe the checks the legislative branch can exercise over the other two branches and give examples of their use.

6.37 Discuss the War Powers Act as a Congressional curb on the power of the President.

6.38 Discuss the arguments and compromises made in establishing our government.

6.39 Define: log rolling, pork barrel, filibuster, franking, junkets, gerrymandering, rider.

## STRATEGIES

6.75 Create a bulletin board display, or video presentation, about Washington, D.C.

6.76 With the aide of the media specialist, prepare a document comparing the membership, functions and operations of legislative bodies in other political systems (e.g., British Parliament, Japanese Diet, Bolivian National Congress).

6.77 Invite someone from a Congressmen's office to discuss how a Congressman spends his work week and question the appropriateness of current Congressional compensation and privileges.

6.78 Develop a flow chart that will illustrate the power and influence held by committees and committee chairpersons in Congress.

6.79 Lobby a local political official after assessing the methods lobbyists use to influence lawmakers.

6.80 Collect newspaper articles that typify examples of expressed, implied, concurrent and reserved powers.

6.81 Debate whether members of Congress should vote on the basis of their own beliefs, in what is best for the nation, or according to the desires of their constituents.

6.82 Research presidents' use of the veto to determine its effectiveness.

6.83 Write a letter to a member of Congress expressing one's opinion on a current issue before Congress.

6.84 Conduct a mock legislative session.

6.85 Create an imaginary state with stated population and characteristics. Ask students to reapportion district lines without gerrymandering.

6.86 Tape a telephone interview with a Congressman and/or Senator concerning critical issues.

6.87 Attend a meeting where a member of Congress is speaking. Evaluate the speech as to purpose (e.g., inspirational, political, informative, propaganda).

## BASIC SKILLS

### The Executive Branch

7.01 List the members of the executive branch.

7.02 State the length and number of terms the President may serve according to Amendment 22.

7.03 Recognize that the President is elected by the electoral college.

7.04 List the Constitutional qualifications for the Presidency and Vice-Presidency (natural-born U.S. citizen, at least 35 years old, resident of the United States at least 14 years).

7.05 List the first five officials in the order of succession to the presidency (Vice-President, Speaker of the House, President Pro Tempore, Secretary of State, Secretary of the Treasury).

7.06 Recognize that presidential powers arise from the Constitution, acts of Congress and custom.

7.07 Name the five types of presidential powers (executive, diplomatic, military, legislative and judicial powers).

7.08 List checks the President has on the legislative and judicial branches (on legislative: veto, calling special sessions, recommending laws, appealing to the people; on the judicial: judicial appointments, executive clemency).

7.09 Recognize that the executive branch of government has the primary responsibility for foreign policy.

7.10 Define: domestic policy, foreign policy, civil service, bureaucracy, budget, deficit, revenue and expenditures.

## DEVELOPMENTAL SKILLS

7.25 Examine the affect of the 22nd Amendment on the democratic process.

7.26 Describe the Electoral College system.

7.27 Consider qualifications for president, beyond those specified in the Constitution, which might aid a person in fulfilling the office.

7.28 Discuss the succession to the presidency as it is provided for in Article II, Section 1, Clause 6, Amendments 20 and 25 of the Constitution and in the Presidential Succession Act of 1947; identify instances in which these clauses or acts have been invoked.

7.29 Discuss specific powers of the President which fall under each of the five broad headings (7.07).

7.30 Identify and discuss the factors which have enhanced the scope of executive power.

7.31 Discuss the checks the President can exercise on the other two branches of government and give examples of their use.

7.32 Distinguish between executive agreements and treaties.

7.33 Recognize the names and titles of current Cabinet members and summarize the duties of each.

7.34 Discuss the role of the Cabinet in making and implementing policy.

7.35 Give examples of federal regulatory agencies.

7.36 Examine Article I, Section 8 and Article II, Section 2, of the Constitution to determine the relative responsibilities of Congress and the President for foreign policy.

7.37 List the ways Congress is able to exert influence over foreign policy (through its powers of the purse, its war powers, its approval powers and the Senate's role in the treaty process).

7.38 Describe how foreign policy powers of each branch check and balance the powers of the other.

7.39 Discuss how and by whom (e.g., State Department, Department of Defense, National Security Council) foreign policy is implemented.

7.40 Examine internal (domestic) and external pressures which influence foreign policy.

7.41 Investigate sources of revenue and expenditures of federal government.

7.42 Identify and compare the titles and powers of chief executives in other countries.

7.43 Explain the justifications for the Electoral College system and propose alternatives to that system.

STRATEGIES

7.75 Create an organizational chart of the executive branch.

7.76 Brainstorm leadership qualities or skills necessary for a President.

7.77 Explore, through research, arguments for and against the six-year term/no re-eligibility idea.

7.78 Debate the probability that a less than wealthy person might become President.

7.79 Illustrate the extensive powers of the regulatory agencies.

7.81 Investigate and report reasons that the U.S. foreign policy is of vital interest, not only to Americans, but to all people everywhere.

7.82 Trace the development of U.S. foreign policy from its beginnings to World War II or from World War II to the present.

7.83 Research and consider whether U.S. foreign policy is generally conducted on the basis of a carefully planned strategy or is, more generally, reactive in nature.

7.84 Collect and label news articles illustrating presidential powers.

7.85 Collect and label news articles illustrating the extent of bureaucracy.

BASIC SKILLS

The Judicial Branch

8.01 Recognize that Article III provides for, and defines the jurisdiction of, a Supreme Court and such inferior courts as Congress may establish.

8.02 Describe the selection and tenure of Supreme Court justices.

8.03 Identify and define the check the judicial branch holds over the legislative and executive branches (judicial review).

8.04 Define the terms: precedent, interpret, original, appellate and concurrent jurisdiction.

DEVELOPMENTAL SKILLS

8.25 Identify and discuss the Judiciary Act of 1789.

8.26 Discuss the organization and function of the federal court system.

8.27 Summarize the Supreme Court's areas of jurisdiction.

8.28 Discuss how life tenure helps ensure the independence of the judiciary.

8.29 Discuss the importance of judicial review as established in *Marbury v. Madison*.

8.30 Distinguish between loose and strict interpretation and between judicial activism and restraint.

8.31 Debate the merits of appointment of federal judges versus their popular election.

STRATEGIES

8.75 Analyze the weaknesses of the Articles of Confederation, concerning the judiciary.

8.76 Interview a judge or lawyer about whether courts are "making laws" when they interpret and apply provisions in the Constitution or its statutes.

8.77 Create an organizational chart of the federal courts.

8.78 Visit a federal court.

8.79 Collect examples of recent federal court cases.

8.80 Investigate landmark decisions of the Supreme Court (*Marbury v. Madison*; *Dred Scott*; *Plessy v. Ferguson*; *Brown v. Topeka*; *Miranda v. Arizona*; *Gideon v. Wainwright*).

## STATE AND LOCAL GOVERNMENTS

An introduction to state and local governments should incorporate a review of the structure and principles of government established in the Constitution. Refer to basic skills 2.06, 2.07 and 2.10.

BASIC SKILLS

*The Federal System*

9.01 State the basic function of state governments (to provide for the general welfare of their citizens).

9.02 Name the basic principles upon which all state constitutions are based (popular sovereignty, limited government, separation of powers, checks and balances).

9.03 List the three branches of any state government (executive, legislative, judicial).

9.04 State the qualifications required of elected officeholders in each of the three branches of Arkansas government.

9.05 Identify revenue (sources of income) used by state governments (income tax, sales tax, excise tax, etc.).

9.06 Describe the amendment process in the Arkansas Constitution.

9.07 List the divisions of each branch of government (executive: governor, elected constitutional officers, appointed officials, agencies; legislative: state legislature or General Assembly, composed of a Senate and a House of Representatives or of delegates; judicial: State Supreme Court, appellate courts, lower courts).

9.08 Name the state legislators of students' home districts.

9.09 List Arkansas' Constitutional officers by title and by name.

9.10 Define: reserved powers, police powers, plea bargaining, legislative session, interim committee, balanced budget.

DEVELOPMENTAL SKILLS

9.25 Examine the Arkansas Constitution to determine the specific functions of the various divisions of our state government.

9.26 Compare the basic principles of the state and national Constitutions.

9.27 Compare the structures of the state and national governments.

9.28 Explain why the national government is described as a government of delegated powers while the states are considered governments of reserved powers.

9.29 Identify the three Constitutional obligations the national government owes to the states under Article Four.

9.30 Compare Arkansas' Constitution with the U.S. Constitution (e.g., length, language, principles).

9.31 Postulate powers of the national government which might be carried out better by state governments and vice versa.

9.32 Describe the methods of selection of the major officeholders in each of the branches of Arkansas government.

9.33 Compare Arkansas' method of electing judges to the federal method of appointing them.

9.34 Track a bill through the state legislature including governor's legislative powers, weak veto, item veto, special sessions.

9.35 Trace the journey of a court case through the appeals process.

9.36 Identify the collecting and use of tax dollars in state government.

9.37 Determine the provisions for formal change incorporated in the Arkansas Constitution.

9.38 Analyze the types of changes made in the Arkansas Constitution since 1874.

9.39 Consider why Arkansas has had four constitutions (the last of which was approved in 1874), but has not had a new one since that time.

9.40 Investigate the use of petition, referendum and recall by citizens to influence the functions of state governments.

STRATEGIES

9.75 Illustrate, on a map of Arkansas, the division of the state into legislative districts.

9.76 Discuss with a state legislator the problems of reapportionment in our state.

9.77 Write an editorial for the newspaper characterizing a state official's qualifications for office, being certain to include the extra-constitutional ones.

9.78 Prepare a flow chart describing the organization of our state's government.

9.79 Participate in a simulation of one's town council voting on an ordinance.

9.80 Develop an "Access to Government" resource guide that will answer for your community such questions as, "Who do I call to find out about programs for the elderly?" "How do I get a copy of my birth certificate?" "How do I find out if my elm tree is diseased?"

9.81 Prepare position papers on the pros and cons of plea-bargaining.

9.82 Interview an official of any branch of state government.

9.83 Collect news articles about the three branches of state government.

9.84 Visit the state capitol. Document its uses. Prepare posters illustrating same.

BASIC SKILLS

Local Government

10.01 Name the source of local governmental power (the state).

10.02 Identify revenue sources of income used by local government (sales, property, etc.).

10.03 Identify the common divisions of local governments (e.g., counties, parishes, municipalities, townships, school districts, special districts).

10.04 State how local officials are chosen (by election, or by appointment, depending upon the provisions of state constitutions and local charters; non-partisan positions).

10.05 Name the basic services provided by most local governments (e.g., maintenance of public safety, public health, public works and public records, tax collection, welfare, elections).

10.06 Name the three basic types of municipal government (mayoral, city manager, commission).

DEVELOPMENTAL SKILLS

10.25 Describe the differences among the various levels or divisions of local government.

10.26 Identify the type of government divisions in the students' local area.

10.27 Describe the selection process and duties of the major local officials.

10.28 Determine the services provided by each division of the students' local government.

10.29 Explore the collection and use of tax dollars in local governments.

STRATEGIES

10.75 Map the political divisions of the local county.

10.76 Map the polling places in the students' county and identify the one used by parents or by the 18-year-old students themselves.

10.77 Collect news articles about various activities of your local levels of government.

10.78 Interview respective members of school boards, quorum courts, and/or city government groups about why they hold office and what they do.

10.79 Prepare a chart listing county officials' names, their positions and primary responsibilities.

10.80 Attend any resourceful meeting dealing with county, city, district or state government to observe local/state government in action.

10.81 Take pictures, or make a video, about local government activities.

10.82 Visit the county courthouse, jail, city hall, etc., to become familiar with local officials and facilities.

10.83 Arrange and implement a student intern program with local government officials.

## INTRODUCTION

American history is required of all students for graduation according to Ark. Code Ann. 6-16-109 (1987). A one year survey course in American history fulfills the requirements of this law.

This course content guide outlines the objectives for an American history course which begins with the events of 1865 and continues to the present. The persons teaching this course should familiarize themselves with the guides for grades four, five and eight as American history is addressed at each of those grades in some way. To prevent duplication of effort and to assure that all students study the breadth and depth of history, the teachers assigned to the various grade levels should have time to plan together. It should be clearly understood that the state course content guide defines the minimum foundation of a course. As the Introduction to these guides specifies, units of study should be developed from the information here. Every effort has been made to include many perspectives so that all young people will know the richness of their heritage.

This guide introduces the study of post-1865 American history with a short review of events prior to 1865 and an in-depth study of the Constitution. The emphasis on the Constitution is important for the following reasons. First, many post-Civil War issues and events reflect the struggles of our citizens to gain the rights guaranteed them by the Constitution. Indeed, it is a living document which governs our lives today. To understand these issues and events of the past and of the present, students must have some comprehension of the Constitution and how it works. Second, students should study it in its historical context, at some point in their high school years, and apply its doctrines to contemporary American issues. Students are taught the basic ideas of democracy and our form of government in elementary school. They learn the historical background of the writing of the Constitution in grade eight. Students who take civics and/or government address the specifics in the Constitution (e.g., the Bill of Rights, the amendments). Students in the high school American history course should be able to debate broader issues and apply the principles of the Constitution to events both past and present.

Although this course content guide covers topics in American history from a chronological context, certain topics that reflect America's changing culture are also included. Examples of these are technology (inventions and innovations), the arts (music, architecture, visual arts, literature), religion, conflict, change and pluralism.

We all recognize the differences in the experiences of women and men, of all races, colors, ethnic groups and of people of varied physical and mental abilities. In preparation of curriculum, districts should demonstrate the value of all persons by including the contributions, representation and experiences of all groups in curricular objectives, teaching materials and classroom experiences.

Some teachers may find it helpful to use themes to organize their classes. The Bradley Commission on History in the Schools identifies the following as central to the study of the history of the Unites States:

1) The evolution of American political democracy, its ideas, institution and practices from colonial days to the present; the Revolution, the Constitution, slavery, the Civil War, emancipation and civil rights;

2) The development of the American economy; geographic and other forces at work; the role of the frontier and agriculture; the impact of technological change and urbanization on land and resources, on society, politics and culture; the role and emancipation of American labor;

3) The gathering of people and culture from many countries and several religions, that have contributed to the American heritage and the contemporary American society;

4) The changing role of the United States in the outside world; relations between domestic affairs and foreign policy; American interactions with other nations and regions, historically and in recent times. The United States as a colonial power and in two world wars; the Cold War and global economic relations;

5) Family and local history and their relation to the larger setting of American development;

6) The changing character of American society and culture, of arts and letters, of education and thoughts, of religion and values;

7) The distinctively American tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare and between cultural diversity and civic unity;

8) The major successes and failures of the United States in crises at home and abroad; What has "worked" and what has not, and why.

The entire report of the Bradley Commission, Building A History Curriculum: Guidelines For Teaching History in Schools, can be purchased for $3.00 per copy from Educational Excellence Network, 1112 Sixteenth St., N.W., Suite 500, Washington, D.C. 20036.

Review Pre-1865 (approximately two weeks). Due to the nature of this review section, the entire content is considered basic.

BASIC SKILLS

1.01 Identify the original 13 colonies, and describe their social, cultural, economic, political, religious and demographic differences.

1.02 State the causes and results of the Revolutionary War.

1.03 List the strengths and weaknesses of the Articles of Confederation and identify the problems that made a new form of government necessary.

1.04 Identify the Founding Documents (Declaration of Independence, Constitution and Bill of Rights).

1.05 Identify the major stages of national expansion and locate them on a map.

1.06 State the main points of the Monroe Doctrine and its significance for American foreign policy both past and present.

1.07 Identify the major characteristics of Jacksonian Democracy.

1.08 Discuss the impact of Manifest Destiny.

1.09 Explain the social, economic and political differences that developed among the North, the South and the New West.

1.10 Identify the attempts to settle the differences among the sections (Compromises of 1820 and 1850).

1.11 Describe the causes and results of the Civil War.

1.12 Discuss the legacy of the Civil War.

STRATEGIES

1.75 Complete a grid or chart with the names of the colonies down the left side with the determiners listed in 1.01 forming column headings.

1.76 Use excerpts from one of the many available videos on the Revolutionary period to review the causes and effects of the war.

1.77 Using the Venn Diagram, have students analyze the similarities and differences between the North and the South and recognize those things which they had in common.

1.78 Show graphically how America grew "from sea to shining sea."

1.79 Ask students to write a paper concerning the causes of the Civil War. Assign students different view points (Tory, French, trader, plantation owner, northern businessman, etc.). Student papers should be written from an assigned viewpoint.

1.80 Prepare a newspaper, circa 1787, with articles, editorials, etc., discussing the factors, literature or documents influencing the Framers (e.g., Magna Carta, state constitutions, Iroquois Great Law of Peace).

1.81 As group projects, produce maps depicting the stages of expansion. Alternatives to the map would be writing a play or preparing a "rap" that conveys the same information.

1.82 Collect newspaper clippings that illustrate the Monroe Doctrine in action today. Develop a list of similarities and differences of how the Monroe Doctrine has functioned in past eras and how it is used today.

1.83 Divide the class into three groups (North, South, West). Conduct a Congressional hearing, circa 1850, where the three areas express their concerns, wants and needs regarding the national budget. Vote on how the budget will be delegated.

1.84 View or read Across Five Aprils. Extrapolate causes and consequences of the Civil War.

## CONSTITUTION

### BASIC SKILLS

2.01 Identify the Constitution as the foundation and framework of the government of the United States.

2.02 List the parts of the Constitution (preamble, articles, amendments).

2.03 List the three branches of government and their function (legislative: make laws; executive: enforces laws; judicial: interprets laws).

2.04 Explain the importance of the amendment process (establishes an avenue for changing the Constitution).

2.05 State the basic purpose of the Bill of Rights (guarantee individual rights).

2.06 Identify the basic principles of the Constitution (e.g., federalism, checks and balances, separation of powers, popular sovereignty, limited government).

2.07 Identify the following: James Madison, George Washington, Alexander Hamilton, John Jay, *The Federalist Papers*.

## DEVELOPMENTAL SKILLS

2.25 Explore the foundations of the Constitution by examining the following: the influence of political philosophers (Locke, Rousseau, Montesquieu, Burke); our English heritage (Magna Carta, English Bill of Rights, Petition of Rights, etc.); colonial contributions (Mayflower Compact, Fundamental Orders of Connecticut, House of Burgesses); and the Declaration of Independence.

2.26 Compare the philosophies of the Federalists and Anti-Federalists.

2.27 Explain the importance of compromise in writing the Constitution.

2.28 Analyze the meanings of constitutionalism and limited government.

2.29 Discuss the content of the Preamble, seven Articles and the Amendments to the Constitution.

2.30 Discuss Articles I and IV and the Amendments (13, 14, 15 and 24) which relate to slavery, the post Civil War period and the rights of African-Americans in America.

2.31 Compare the philosophies of the strict constructionists with those of the loose constructionists.

### STRATEGIES

2.75 Practice reaching compromises in the classroom.

2.76 Prepare a time-line on the development of political parties.

2.77 Write a class or club constitution.

2.78 At a mock state ratification convention, students speak to the issues including groups who did not receive equal rights (e.g., Women, African-Americans, non-landowners).

2.79 Role play major Supreme Court decisions which defined judicial power (*Marbury v. Madison*, *McCulloch v. Maryland*).

2.80 Read arguments of various Federalists and Anti-Federalists (John Jay, Alexander Hamilton, Mercy Otis-Warren, Patrick Henry, etc.) and have students write a letter to the editor defending one of the positions.

## RECONSTRUCTION

### BASIC SKILLS

3.01 Identify the major changes wrought by the Civil War in the lives of African-Americans (e.g., freed slaves became sharecroppers or tenant farmers; some moved to cities; access to education improved; some civil rights were granted; Ku Klux Klan developed).

3.02 Describe the events leading to Radical Reconstruction (13th Amendment, Lincoln's assassination, Andrew Johnson's Reconstruction policies, Black Codes, Freedmen's Bureau, Civil Rights Act of 1866, 14th Amendment, impeachment of Andrew Johnson).

3.03 Define: impeachment, carpetbaggers, scalawags, sharecropper, tenant farmer, "Jim Crow" laws.

3.04 Identify the circumstances which ended Reconstruction (e.g., changing political climate, the North's declining interest, the rise of the Ku Klux Klan, Hayes-Tilden Compromise of 1877).

3.05 Identify the following: Samuel Adams, Benjamin Franklin, John Hancock, Patrick Henry, John Marshall, Andrew Johnson, Ulysses S. Grant, Rutherford B. Hayes and *Plessy v. Ferguson*.

### DEVELOPMENTAL SKILLS

3.25 Debate the virtues of the major plans for Reconstruction (e.g., Lincoln's 10% plan, Johnson's policies, Radical Republican Plan).

3.26 Discuss the social, political and economic effects of Reconstruction.

3.27 Recount the Johnson impeachment story.

3.28 Characterize scalawags and carpetbaggers.

3.29 Discuss the effects of Reconstruction in Arkansas.

### STRATEGIES

3.75 Prepare an editorial decrying the consequences if Andrew Johnson should be removed from office.

3.76 Identify characteristics of the South today which might be attributed to the effects of its Civil War defeat and Reconstruction. Be prepared to explain this to a guest from abroad who is having trouble understanding regionalism.

3.77 Compare the effects of the Civil Rights legislation of the 1860's with that of the 1960's.

3.78 Read examples of "Jim Crow" laws and discuss the effects on Blacks living under them.

3.79 Role play the *Plessy v. Ferguson* case.

## FRONTIER

### BASIC SKILLS

4.01 Locate on a map the changing boundaries of the American frontier to 1890 (Appalachians, Mississippi River, Rocky Mountains, Pacific Ocean).

4.02 Recognize the impact of improved transportation (e.g., steamboat, transcontinental railroad).

4.03 List the components of the frontier cycle (frontiersmen, miners, cattlemen, farmers).

4.04 Identify factors that led to settlement of the Great Plains (growth of railroads, rise of Industrial Revolution, Homestead Act of 1862, desire for "elbow room").

4.05 Locate on a map the major Indian reservations of 1850 through 1890.

4.06 Identify the following: Chief Joseph, Little Big Horn, Helen Hunt Jackson, Geromino, Dawes Act, Wounded Knee.

DEVELOPMENTAL SKILLS

4.25 Explain the basic philosophical differences between Whites and Native Americans.

4.26 Describe how the lives of Plains Indians were disrupted by settlement of the Great Plains (Buffalo destroyed, nomadic hunting tribes starved, White settlers and railroads competed for Indian lands, Indians moved to reservations, traditional way of life destroyed).

4.27 Evaluate the success of reformers' efforts to help the Native Americans.

4.28 Identify developments of the Industrial Revolution which aided settlement of the Great Plains (the railroad, cheap iron and steel for wells and windmills, barbed wire, improved farm machinery, new urban markets for food, etc.).

4.29 Describe the contributions of women in the settlement of the West.

4.30 Assess the validity of Frederick Jackson Turner's thesis regarding the frontier.

4.31 Brainstorm the effectiveness of the Dawes Act of 1887.

4.32 Discuss the role the West played in shaping our national character.

STRATEGIES

4.75 Trace on a time-line the evolution of government policy toward the Native American from 1830 to present. Refer to A Century of Dishonor (Helen Hunt Jackson, 1881).

4.76 Compare the roles and status of women on the frontier with those of women in the urban areas of the east coast at the same time.

4.77 Write diary entries of participants in the Sand Creek or Wounded Knee battles. Be sure to include many perspectives (e.g., children, enlisted man, generals, Native American women).

4.78 Prepare a chart that illustrates how frontiersmen, miners, cattlemen, farmers and Native Americans met their basic needs of food, clothing and shelter.

4.79 Assign one of the following places to groups of students: Texas, New Mexico, Oregon, California, Utah. They are to summarize the early settlement of each in three to five sentences to be shared with entire class.

## INDUSTRIALIZATION

BASIC SKILLS

5.01 Cite the major factors which contributed to industrialization in America after 1865 (e.g., abundance of natural resources, growth of railroads, inventions, Social Darwinism, laissez-faire, innovative business techniques).

5.02 Identify major results of industrialization (e.g., growth of cities and transportation, dominance of big business and labor unions, social and political movements).

5.03 Locate on a map the origins of the "New Immigrants."

5.04 Identify the major business leaders associated with industrialization (Carnegie, Rockefeller, Vanderbilt, Morgan).

5.05 Identify the following: James Garfield, Chester Arthur, Grover Cleveland, Benjamin Harrison, William McKinley and Thomas Nast.

## DEVELOPMENTAL SKILLS

5.25 Cite examples which illustrate the term "Gilded Age."

5.26 Debate the tactics used by big business leaders to control business and government.

5.27 Discuss the prevalence of corruption at all levels of government from 1865 to 1880.

5.28 Compare and contrast the economic philosophies of Carnegie and Rockefeller.

5.29 Compare and contrast the "old" and "new" immigrants, including Asians.

5.30 Compare the experiences of those "new" immigrants to the experiences of immigrants today.

## STRATEGIES

5.75 Have students list examples of how immigrations have effected the nation's culture. Prepare a display of the library or bulletin board based on the information gathered.

5.76 Develop a list of immigrants who became Americans and distinguished themselves in various fields (medicine, industry, sports, etc.) Prepare oral presentations about individuals.

5.77 Review the drawings of Thomas Nast. Compare those with the drawings of George Fisher and John Deering.

5.78 Draw political cartoons expressing corruption or other phenomena in our land.

## AGE OF REFORM

## BASIC SKILLS

6.01 Identify the two major reform movements of the late 19th and early 20th Centuries (Populism and Progressivism).

6.02 Identify the major results of the reform movements (e.g., equalization of taxation, regulation of public utilities, consumer protection, protection of workers, more honest government, educational advances, land conservation, temperance, women's suffrage).

6.03 Identify the most conspicuous failure of Progressivism. (It ignored the plight of African-Americans.)

6.04 Define: graduated income tax, suffrage, referendum, recall, initiative, muckrakers.

6.05 Identify the following: Susan B. Anthony, Lucy Stone, Elizabeth Cady Stanton, Jacob Riis, Mary Lease, Jane Addams, Lincoln Steffens, William J. Bryan, John Dewey, Robert La Follette, Gifford Pinchot, William H. Taft, Theodore Roosevelt, NAACP, Booker T. Washington, W.E.B. DeBois, "Old Guard" and socialism.

## DEVELOPMENTAL SKILLS

6.25 Determine the roots of Populism and Progressivism.

6.26 Explain how the Populists' ideas influenced the Progressive Movement.

6.27 Examine reforms under three progressive Presidents: Theodore Roosevelt, William Taft, Woodrow Wilson.

6.28 Discuss the impact of Eugene v. Debs and the socialist movement on American politics.

6.29 Discuss the progress and the setbacks in race relations during the reform era.

6.30 Compare the philosophies of W.E.B. DuBois and Booker T. Washington.

## STRATEGIES

6.75 Using the Populist Party as an example, explain how third party pressures affect major party philosophies. List third party ideas that ultimately became law.

6.76 Debate the long range effectiveness of Progressive reform.

6.77 Read excerpts from The Jungle and have students write

## THE UNITED STATES AND WORLD AFFAIRS

### BASIC SKILLS

7.01 State the reasons for America's overseas territorial interest prior to 1890 (e.g., economic interests, naval bases, missionary zeal, spread of democracy).

7.02 List the results of the Spanish-American War of 1898 (expulsion of Spain from America, territorial acquisition: Puerto Rico, Philippines, Guam).

7.03 Locate on a map the territories acquired by the United States in the 1890's (Hawaii, Puerto Rico, Philippines, Guam, American Samoa, Wake Island).

7.04 Identify the following: William McKinley, Theodore Roosevelt, Big Stick Policy and Woodrow Wilson.

### DEVELOPMENTAL SKILLS

7.25 Explain the United States' interest in Hawaii and the results of the subsequent intervention.

7.26 Discuss the causes of the Spanish-American War.

7.27 Discuss the "Open Door" Policy in China.

7.28 Explain how Theodore Roosevelt involved the United States in international affairs.

7.29 Explain the interest in and results of the Panamanian acquisition.

7.30 Discuss American intervention in Mexico during Wilson's administration.

### STRATEGIES

7.75 Give an oral presentation contrasting the views of Josiah Strong, Thayer Mayhem's and Frederick Jackson Turner.

7.76 Write a report comparing and contrasting America's intervention in Mexico (1840's) and in Cuba (1898).

7.77 Debate the pros and cons of U.S. acquisition of overseas territory.

7.78 Develop a time line listing the events leading to the completion of the canal across Panama.

7.79 Chart the foreign policies of Theodore Roosevelt, William McKinley and Woodrow Wilson.

## WORLD WAR I

### BASIC SKILLS

8.01 List the underlying causes of World War I (Great War) (e.g., imperialism, nationalism, militarism, secret treaties and alliances).

8.02 Identify the immediate cause of World War I (assassination of Archduke Franz Ferdinand).

8.03 Locate the following on a map: Triple Alliance (Austria-Hungary, Germany, Italy), Triple Entente (France, Great Britain, Russia) and Sarajevo.

8.04 Note reasons for three years of American neutrality (e.g., Allies could win without U.S. threatened; U.S. should set an example).

8.05 List the reasons for eventual American involvement in the Great War (e.g., submarine warfare, Zimmerman telegram, British propaganda).

8.06 List some major results of American involvement in the Great War (e.g., United States emergence as a major power, American isolationism, plans for a League of Nations).

8.07 Identify the following: Woodrow Wilson, League of Nations, 1914-1918, 1917, Henry Cabot Lodge, Treaty of Versailles, John J. Pershing, Creel Committee, Herbert Hoover and Bernard Baruch.

### DEVELOPMENTAL SKILLS

8.25 Explain why America entered the war on the side of the Allied Powers.

8.26 Explain Woodrow Wilson's plan for a lasting peace. (Fourteen Points)

8.27 Explain why the United States did not join the League of Nations.

8.28 Discuss the significance of the terms of the Treaty of Versailles and its impact on Germany.

8.29 Explain how World War I contributed to revolution and the rise of communism in Russia.

## STRATEGIES

8.75 Write an editorial defending or rejecting American policy of neutrality.

8.76 Create a political poster that could be used by the Creel Committee to mobilize public opinion for the war effort.

8.77 Organize the class into groups, each of which will defend one event as the cause of World War I (e.g., Zimmerman telegram, overthrow of Czar, anti-German propaganda). Discuss multiple causation.

8.78 Read literature of the period (e.g., All Quiet On The Western Front, Testament Of Youth, poetry of Rupert Brooke and Wilfred Owens) and draw conclusions about the war's effect on a generation of young people.

8.79 Listen to the songs of George M. Cohan and Irving Berlin (e.g., "Over There") and analyze the effect of this music on the public.

## BETWEEN THE WARS

### BASIC SKILLS

9.01 Identify and discuss the major themes and social issues of the 1920's (e.g., Jazz Age, Harlem Renaissance, "lost generation," changing status of women, urbanization, Prohibition, organized crime, evolution, impact of religion).

9.02 Identify the event most often associated with the beginning of the Depression (stock market crash in October 1929).

9.03 Identify the significant socio-economic happenings associated with the depression (bread lines, shanty towns, bank failures, unemployment, dust bowl, Bonus Army, etc.).

9.04 Identify the New Deal and its major aims.

9.05 Identify the following: Roaring Twenties, Great Depression 1929 Calvin Coolidge, Eleanor Roosevelt and Warren G. Harding.

## DEVELOPMENTAL SKILLS

9.25 Discuss the significance of the 1920 national election.

9.26 Describe scandals (e.g., Teapot Dome) that occurred during the Harding administration.

9.27 Cite evidence of growing prejudice and discrimination in this period (Red Scare, resurgence of Ku Klux Klan, Immigration Acts of 1924 and 1929, etc.).

9.28 Describe the impact of the automobile on American society.

9.30 Discuss possible causes of the Depression.

9.31 Identify the major government agencies formed under FDR's administration.

9.32 Describe the impact of New Deal legislation on America's current socio-economic situation (e.g., Social Security, Wagner Act).

9.33 Identify the following: Marcus Garvey, Charles Lindberg, John L. Lewis, Mary McLeod Bethune, Amelia Earhart, Eugene O'Neill, Thomas Hart Benton, Will Rogers, Al Smith, Frances Perkins, Scopes Trial, Dust Bowl, Bonus Army, WPA, court-packing plan and Langston Hughes.

## STRATEGIES

9.75 Role play the Sacco-Vanzetti Trial.

9.76 Read selected works of F. Scott Fitzgerald and Ernest Hemingway and explain why they are called the voices of the "lost generation."

9.77 Present a dramatization of the works of Langston Hughes as the voice of the black experience in Harlem.

9.78 Read selected literary works of the 1930's and describe what they reveal about life in the depression years (e.g., *Tobacco Road*, *Grapes of Wrath*, *The Yearling*).

9.79 Debate the success of the New Deal programs in stimulating recovery.

9.80 Write an editorial defending or attacking FDR's court-packing plan.

9.81 Interview a local resident about life during the Depression.

## WORLD WAR II

### BASIC SKILLS

10.01 List major events which led to World War II (e.g., failure of Treaty of Versailles, Japan's invasion of Manchuria and China, Italy's invasion of Ethiopia, rise of Adolf Hitler and the Nazi party, Germany's conquests in Austria and Czechoslovakia, Allied appeasement, American isolationism, Russo-German Nonaggression pact, Nazi blitzkrieg against Poland).

10.02 Name the event which brought the United States into World War II (Pearl Harbor).

10.03 Identify the major Axis and Allied powers and locate them on a map (Axis: Germany, Japan, Italy; Allied: United States, Great Britain, Soviet Union).

10.04 Identify and locate on a map the five major battle regions (Southeast Asia, North Africa, Atlantic, Pacific, Europe).

10.05 Identify the major turning points of World War II and locate them on a map (Battle of Britain, Stalingrad, Midway, invasion of North Africa, D-Day, MacArthur's return to the Philippines, Battle of the Bulge, Hiroshima).

10.06 Know which powers won the war. (Allied)

10.07 Describe the war's impact on minorities (Women, Blacks, Japanese).

10.08 Define: fascism, appeasement, Holocaust, Japanese internment camps.

10.09 Identify the following: Franklin Delano Roosevelt, 1939-1945, December 7, 1941, Hitler and Churchill.

### DEVELOPMENTAL SKILLS

10.25 Review American foreign policy prior to the United States' entry into World War II.

10.26 Compare the military experiences of African-Americans and Japanese-Americans during World War II to their status as civilians.

10.27 Discuss the Manhattan Project.

10.28 Appraise the purposes, procedures and results of the Nuremberg trials.

10.29 Identify the following: Mussolini, Stalin, Francisco Franco, Douglas MacArthur, Dwight Eisenhower, Lend-Lease Act and Yalta agreements.

STRATEGIES

10.75 Interview a local resident concerning the impact of World War II on his family and the community.

10.76 Through a panel discussion evaluate the Allies' treatment of the U.S.S.R. in World War II and assess its impact on U.S.-Soviet relations today.

10.77 Research and write a report on P.O.W. camps in Arkansas.

10.78 Debate the concept of internment camps.

10.79 Select a famous person of this period and brainstorm questions to use in interviewing that person if he or she were living.

## POSTWAR YEARS: 1945-1959

BASIC SKILLS

11.01 Name the organization established to deal with world problems (United Nations).

11.02 List ways the United States attempted to contain the spread of communism and locate on a map the places associated with each plan or course of action (Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, Korean War, SEATO, Cuba, French Indochina).

11.03 Identify the major events associated with civil rights (e.g., integration of army, Brown v. Board of Education of Topeka, Kansas, Montgomery bus boycott, crisis at Central High).

11.04 Define: brinkmanship, cold war, domino theory.

11.05 Identify the following: Harry S. Truman, Dwight D. Eisenhower, Jr., Rosa Parks, Daisy Bates, Orval

Faubus, baby boom, G.I. Bill, Joseph McCarthy, Internal Security Act and Eleanor Roosevelt.

DEVELOPMENTAL SKILLS

11.25 Explain the significance of the Yalta Conference for the Cold War.

11.26 Discuss the role of the U.S. in the events leading to the creation of Israel in 1948.

11.27 Investigate General MacArthur's role in rebuilding postwar Japan and explain how his understanding of Japanese culture contributed to his success.

11.28 Discuss American involvement in Indochina under Eisenhower.

11.29 Discuss the foreign policies of President Eisenhower and Secretary of State John Foster Dulles.

11.30 Examine the United States' reaction to the launching of Sputnik.

11.31 Consider the impact television has had upon American life.

STRATEGIES

11.75 Debate the effectiveness of America's containment policies.

11.76 Write a report using Plessy v. Ferguson and Brown v. Board of Education of Topeka, Kansas, analyzing the role of the Supreme Court in a changing society.

11.77 Write an editorial supporting or disagreeing with Faubus' actions in the Central High crisis.

11.78 Do an oral/written report on changing musical styles of the 1940's and 1950's. Emphasize how styles of music change with the dynamics of a society.

**A TURBULENT DECADE: 1960-1970**

BASIC SKILLS

12.01 List the major foreign policy challenges of this period (e.g., Vienna Conference, Berlin Wall, Bay of Pigs, Cuban Missile Crisis, Vietnam Conflict, Nuclear Test-Ban Treaty) and locate on a map the countries involved in these affairs.

12.02 List the major civil rights events of the decade (Martin Luther King's March on Washington, Civil Rights Acts of 1964-1965, Selma Freedom March).

12.03 Cite examples of violence during the decade (assassinations of John F. Kennedy, Robert Kennedy, Martin Luther King, Jr., Malcolm X; Democratic Convention of 1968; Chicago/Watts/Detroit/D.C./Newark riots).

12.04 Identify components of the Protest Movement (e.g., Black Panthers, Students for a Democratic Society, hippies).

12.05 Identify the following: New Frontier, Alliance for Progress, Peace Corps, Great Society, Kent State Massacre, Thurgood Marshall and Shirley Chisholm.

## DEVELOPMENTAL SKILLS

12.25 Discuss the purposes, benefits and problems of American space exploration.

12.26 Evaluate U.S. responses to the major foreign policy challenges of the decade.

12.27 Assess the progress made in civil rights between 1960 and 1970.

12.28 Propose reasons for the violence of the decade.

12.29 Explain the successes and failures of Lyndon B. Johnson's "Great Society."

12.30 Discuss the youth protest through the 1960's, and debate its impact.

12.31 Discuss the effects that live television reports from Vietnam had upon public attitudes.

12.32 Identify the following: Alan Shephard, John Glenn, Neil Armstrong, George Wallace, Medgar Evers, Hubert H. Humphrey, Warren Court and James Meredith.

## STRATEGIES

12.75 Write a report comparing and contrasting the philosophies of Martin Luther King, Jr. and Malcolm X.

12.76 Investigate the local community and identify programs associated with Great Society laws.

12.77 Investigate to identify ways Arkansas was impacted by the Vietnam Conflict (e.g., air force bases, veterans, new or renewed industries).

12.78 View video accounts of the integration of schools (e.g., Crisis At Central High). Discuss the problems inherent to change and relate experiences of being the new person in a group. Relate such to the plight of the nine African-American students who entered Central High.

12.79 Prepare bulletin boards featuring information and pictures of famous Americans of this time period. Among the many resources for this are And Still We Rise by Barbara Reynolds (Washington: Gannett), Current Biography Yearbook, Contemporary Newsmakers, Who's Who In America and Who's Who Among Black Americans.

## THE SEVENTIES

### BASIC SKILLS

13.01 Name the incident that sparked a Constitutional crisis in the early 1970's (Watergate).

13.02 Name the first President to resign from office (Richard Nixon) and the person who succeeded him (Gerald Ford).

13.03 Summarize the close of America's involvement in Vietnam.

13.04 Define: affirmative action, detente.

13.05 Identify the following: Jimmy Carter, Fall of Saigon, Bicentennial, Spiro Agnew, Roe v. Wade, Andrew Young and Barbara Jordan.

### DEVELOPMENTAL SKILLS

13.25 Chart the leadership styles of Richard Nixon, Gerald Ford and Jimmy Carter and determine their strengths and weakness.

13.26 Debate the merits of human rights diplomacy.

13.27 Evaluate the success of the Camp David Peace Accords.

13.28 Discuss the rights protected by Title 9 and the Rehabilitation Act of 1973.

13.29 Analyze the role of former presidents in present day American life (as advisors, consultants, speakers, political leaders, role models, etc.).

## STRATEGIES

13.75 Develop a "What’s my Line?" activity based on personalities of the 1970’s.

13.76 Research how civil rights legislation has changed one’s community. Predict whose civil rights will need to be defended after the year 2000.

13.77 Read and analyze Maya Angelou’s poem "And Still I Rise". It was inspired by events on a trip to Arkansas. Relate the content to the need for affirmative action.

13.78 Research the contribution to American history of those who are or were differently abled (e.g., Helen Keller, Stevie Wonder).

## THE 1980’S

### BASIC SKILLS

14.01 Characterize the leadership of Ronald Reagan.

14.02 Name the current President and Vice-President and their party affiliations.

14.03 Name the U.S. Senators and U.S. Representatives from Arkansas and identify their party affiliations.

14.04 Identify the following: Jesse Jackson, Sandra Day O’Conner, Moral Majority, Reaganomics, Space Shuttle, Iran-Contra Affair, George Bush, Mikail Gorbachev, Sally Ride, Walter Mondale, Geraldine Ferraro, Michael Dukakis and Collin Powell.

### DEVELOPMENTAL SKILLS

14.25 Discuss Reagan’s foreign policies (e.g., with Soviet Union and China; in Middle East, Central America, South Africa).

14.26 Examine President Reagan’s economic and social policies and consider how they differed from the policies of the current administration.

14.27 Discuss the Reagan administration’s policies on civil rights and affirmative action.

14.28 Investigate the environmental policies of the Reagan administration.

14.29 Compare and contrast the philosophies and leadership styles of Carter and Reagan.

14.30 Analyze the role of women in government today.

14.31 Recognize key women leaders in America today (e.g., Sandra Day O'Conner, Pat Schoreder, Elizabeth Dole, Dr. Antonia Novella and Marian Wright Edelman).

STRATEGIES

14.75 Trace in a timeline the developments in specific areas of American foreign policy from Kennedy through Bush (e.g., U.S.-U.S.S.R. relations, SALT talks, China, Indochina, Japan, Middle East, Central and Latin America, Europe).

14.76 Through a panel discussion, evaluate specific domestic policies (social programs, education, civil rights, women's movement, etc.).

14.77 Trace the development and diversification of the space program in this decade, including a recognition of the diversity of people involved (e.g., Guiom Bluford, Chista McAuliffe).

14.78 Consider the effects that rapid changes in science and technology are having upon our lives.

14.79 Interview women, minorities and/or differently abled people who hold elected office and discuss problems their status brings to functioning in their position (e.g., stereotypes, lack of support group).

14.80 In the year 2020, you are involved in naming new buildings for people of note. For whom, from the 1980's-1990's, would you recommend these buildings be named.

## INTRODUCTION

Beginning in 1991, Arkansas history is being addressed extensively throughout the curriculum of Arkansas schools. Teachers preparing to teach this high school course should be aware of the content included in kindergarten through grade eight curricula. Parts of Arkansas history are tested at grade eight on the Minimum Performance Test. This guide has been developed with the understanding that students already have a basic knowledge of Arkansas history, geography and government. An examination of the guides for grades four, five and eight is advisable in preparing to teach this course. The American government/civics guide addresses state and local government extensively and might also be helpful to those preparing to teach this course.

The story of Arkansas is important and fascinating. The diversity, the richness of our culture and heritage, the strong work ethic, and the variety of geographical settings join to create an exciting structure for a study of the people that have made us who and what we are.

The story of Arkansas must be put into the matrix of time and space. The study, therefore, looks at the land and evaluates how people have adapted to their geographical gifts. The guide begins with the five basic themes of geography (location, place, relationships, movement, region) and progresses chronologically through our history. Teachers are encourage to develop sound units of study and to use a variety of resources rather than to use one text or one set of lecture notes. Several teaching strategies should be incorporated to accommodate many learning styles. The information in this guide should be the skeleton of the course, not the complete curriculum.

Arkansas history is not one of the courses required by the Standards for Accreditation of Arkansas Public Schools (1984). However, because it has proven to be a very popular elective, this guide is being provided. Schools teaching Arkansas history no longer have to submit a locally developed guide for this course.

## GEOGRAPHY

### Location: Position on the Earth's Surface

BASIC SKILLS

1.01 Identify and locate Arkansas and the six bordering states on a map of the United States.

1.02 Identify and locate the major cities of the state and discuss the establishment and growth of the cities as related to their geographical location.

1.03 Identify and locate the major rivers of Arkansas (e.g., Arkansas, Mississippi, Ouachita, Red, St. Francis, White).

1.04 Recognize that Arkansas is in the south-central United States, located approximately 35 degrees north latitude and 92 degrees west longitude and falls in the Central Time Zone.

DEVELOPMENTAL SKILLS

1.25 Consider how relative location (south) affects perceptions of Arkansas.

1.26 Outline the growth of various Arkansas cities and explain the importance of their locations.

1.27 Identify the locations of cities relative to natural features (e.g., landforms and water bodies) using maps, globes and compass directions.

1.28 Identify and locate regional bodies of water .

STRATEGIES

1.75 Assign various students to draw a map of Arkansas as it would have been at different time periods. Display maps and analyze the differences (e.g., why Fouke and Smackover were once large cities, but are no longer; why Rogers is large today, but minute in the past; why Jacksonport was larger than Newport at one time.)

1.76 Assign groups of students cities or areas to represent. Assign one group the task of representing a business or industry thinking of locating in Arkansas. Students representing areas might prepare a portfolio of why their area should be chosen as the sites of the new businesses. Students representing a business should decide their criteria for selection, then explain why they prefer a particular site.

1.77 Invite someone from he Corps of Engineers to relate information about the McClellan-Kerr Navigation System. Students should learn why Arkansas is a foreign trade zone.

1.78 Prepare a map(s) of Arkansas illustrating the location of the top ten industries.

1.79 Evaluate the accuracy of descriptions for a selected location offered by two different persons at two different relative locations (e.g., Little Rock as perceived by a native and by someone living in Osceola or another area).

1.80 Trace the choices for residential location made by family members and other relatives for the past two generations. Note the reasons for the choices.

1.81 Cite local examples of location decisions that reflect the values, attitudes and perceptions of residents (e.g., water disposal plant, new prison facility, chemical weapons plant, four lane highway.)

### Place: Physical and Human Characteristics

### BASIC SKILLS

1.05 Recognize that the lowest places in Arkansas are on the Mississippi floodplain and the highest are in the Ouachitas and Ozarks.

1.06 Recognize that the land surface of Arkansas is underlain by sedimentary rocks except for small areas of igneous material.

1.07 Realize that Arkansas was once almost entirely forested.

1.08 Recall that Arkansas has a humid subtropical climate with warm, sultry summers and cold, dry winters.

1.09 Indicate that Pulaski County has the highest population density and that the lowest population density is found in the farming regions of eastern Arkansas as well as the mountainous regions of the Ozarks and Ouachitas.

1.10 Identify the various ethnic groups that had a share in the settling of Arkansas.

1.11 Recognize the social, economic and political characteristics of the population (e.g., education levels, employment rates and mean income, voter registration by party or proportion of eligible voters who voted in a recent election).

## DEVELOPMENTAL SKILLS

1.31 Compare and contrast the physical characteristics of neighborhoods, communities, cities and natural areas in different sections of Arkansas (e.g., Holla Bend National Wildlife Refuge with Felsenthal National Wildlife Refuge, west Little Rock neighborhoods with those in a southeast Arkansas town).

1.32 Examine maps and other data to determine the physical characteristics of the place in which one lives (e.g., soils, landforms, water bodies, streams and rivers).

1.33 Examine the ways the topography of Arkansas has changed (e.g., erosion, mining, change in the groundwater due to pumping, industrialization, urbanization).

1.34 Discuss the pros and cons of clear-cutting.

1.35 Describe ways in which natural processes contribute to environmental problems (e.g., droughts, floods, earthquakes, tornados).

1.36 Analyze changes in the population of places during the last thirty years.

1.37 Identify sterotypic images of places and hypothesize how such images were formed.

## STRATEGIES

1.82 Prepare graphs for display that illustrate information about population distribution, density and change. Also make a graph showing the medium and median age of Arkansans.

1.83 Take a poll of class members' parents asking where they were born. On a wall map, connect Arkansas with all of the places listed.

1.84 Read novels, poems and songs to obtain information about a place. Compare them to an encyclopedic description of the same place.

1.85 Design a picture display, or a mural, to illustrate both physical and/or human characteristics of a place (e.g., climate graph, topographic map, population pyramid).

1.86 Write a narrative statement that describes and analyzes the information on a graphic representation of information.

1.87 Conduct a survey to determine the ten most desirable and ten least desirable places to live in Arkansas. Draw conclusions about the rankings.

## Relationships Within Places: Humans and Environments

BASIC SKILLS

1.12 Cite ways that Arkansans depend upon the natural environment to meet their needs and wants.

1.13 Locate major eco-systems and resources on an Arkansas map.

1.14 Describe changes in the environment resulting from the use of tools and technology.

1.15 Determine the role of natural features in the development of Arkansas.

DEVELOPMENTAL SKILLS

1.38 Suggest ways that Arkansans have modified their environment through the years and, in so doing,revealed cultural values, economic system and technological levels (e.g., McClellan-Kerr Navigation System, clearing of eastern Arkansas, emergence of retirement villages, creation of reservoir lakes).

1.39 Recognize strengths and weaknesses in the environment of Arkansas (e.g., abundance of water, poor soil in Ozarks and Ouachitas).

1.40 Compare ways different groups of Arkansans have adapted the environment to meet their wants and needs (e.g., Native Americans, German vs. Scotch , Irish vs. African-American farming, growth in crawfish and catfish farming).

1.41 Identify places in Arkansas with abundant resources and others with few resources and discuss how the availability of resources affected the settlement patterns of the state.

1.42 Give examples of applications of technology which have given people greater control over the environment (e.g., irrigation, air conditioning, automobiles) and suggest ways life in Arkansas changed as a result.

1.43 Examine tourism in different areas to determine the environmental conditions suitable for different segments of this industry.

STRATEGIES

1.88 Create displays illustrating the ways Arkansans provide shelter for themselves either now or from a historical perspective.

1.89 Imagine that students are assigned to tell someone who has never been to Arkansas what life is like here. Students are to take 10 pictures that adequately convey how we live on and use the land we call Arkansas.

1.90 Prepare a report, supported by illustrations on a flip chart, transparencies or photographs, on the role of leisure time in creating modifications of the environment (e.g., development of golf courses, governmentally protected land, jogging/bicycle paths, litter, man-made lakes, hunting farms).

1.91 Compare maps, charts and graphs to determine how one's city, town or county has changed over time. Record the conclusions for public display.

1.92 By interviewing people from the community, collect data to illustrate the change in one's community brought about by TV, VCR, satellites and computers.

### Movement: Humans Interacting on the Earth

BASIC SKILLS

1.16 Analyze population changes over the last ten years.

1.17 Identify routes for movement of products across and within Arkansas.

1.18 Name at least five foreign countries that hold investments in Arkansas.

1.19 Name at least five foreign countries to which Arkansas companies export.

1.20 Describe ways that the highway system has increased interdependence among cities and regions within Arkansas and between Arkansas and the rest of the continent.

1.21 List ways in which your community is dependent upon the surrounding region.

DEVELOPMENTAL SKILLS

1.44 Account for recent movements of people from urban to rural areas.

1.45 Identify barriers to movement of people, products and capital (e.g., laws, lack of knowledge of places, peoples, cultures, physical features).

1.46 Identify instances where changes in transportation services have resulted in making movement easier or more difficult.

1.47 Analyze the role of the communications system on the diffusion of ideas, fads and fashions.

1.48 Discuss how the movement of people, resources and products affects the movement of animals (e.g., black bear in the Ozarks, change in fish population as a result of the McClellan-Kerr Navigation System).

STRATEGIES

1.93 Conduct a survey in the neighborhood to discover places of birth of people. Map the data.

1.94 List products in your locale that come from the region, as well as from other regions of the United States, and map transportation and communication routes from those regions.

## Regions: They Form and Change

BASIC SKILLS

1.22 Identify and locate the six geographic regions of Arkansas (Arkansas River Valley, Gulf Coastal Plain, Crowley's Ridge, Mississippi Alluvial Plain [Delta], Ouachita Mountains, Ozark Mountains).

1.23 List ways in which a state is an example of a region.

1.24 identify animal and plant life indigenous to the region known as Arkansas.

DEVELOPMENTAL SKILLS

1.49 Explain how the different geographic regions of Arkansas created different cultural groups within the state.

1.50 Give examples of how perceptions of one's own area affect perceptions of other regions.

1.51 Evaluate the potential of each geographic region as it relates to economic activity in Arkansas.

1.52 Describe ways in which neighborhoods and communities may be define as regions.

1.53 List ways that one's community relies upon the local area (e.g., food supply, labor supply).

1.54 List possible reasons for the difference in population size between two or more regions (e.g., northwest and southeast Arkansas).

1.55 Recognize the possibility of an earthquake defining the area around the New Madrid fault as a region.

STRATEGIES

1.95 Write the story of an Arkansas city emphasizing its affect upon the area surrounding it showing ways that it defines that area as a region (e.g., Little Rock/Central Arkansas, Texarkana/ArkLaTex).

1.96 Research how an earthquake in eastern Arkansas would effect one's own community. Prepare an "Earthquake Survival" guide for one's own area.

1.97 Prepare a chart to portray different types of information about the natural and human environment of a particular region of Arkansas. Examples of things to include might be landforms, vegetation, population density, rural-urban land use, types of agriculture, language/ethnicity, education level.

1.98 Produce a guide to the identification of animals and plant life native to one's region of the state. The Arkansas Game and Fish Commission would be an excellent resource (#2 Resources Drive, Little Rock, 72205).

1.99 With the assistance of the media specialist, research the New Madrid earthquake (1811) and compare how it affected people then and how a similar event might affect Arkansans today.

## NATIVE AMERICAN ERAS

BASIC SKILLS

2.01 Recognize the details about the early inhabitants of wh we call Arkansas are sparse as groups were not identifi by present day boundaries and were isolated from one another geographically.

2.02 List and describe these early Indian periods (Paleo, Dalton, Archaic, Woodland, Mississippian).

2.03 List and characterize the historic Indian tribes of Arkansas (Caddo, Osage, Quapaw).

2.04 Locate on a blank map the areas of Arkansas inhabited by each of the Indian groups.

2.05 Identify and discuss words that we use today that are derived from Indian words (e.g., Arkansas, Ouachita).

DEVELOPMENTAL SKILLS

2.25 Describe Arkansas in prehistoric times.

2.26 Compare and contrast the lifestyles of the three historic Indian groups that inhabited Arkansas.

2.27 Evaluate the impact of European explorations upon the Indians of Arkansas.

2.28 Compare the role of women in the three native tribes.

STRATEGIES

2.75 Produce diaromas illustrating the lives of the historic tribes.

2.76 Visit the Toltec Mounds State Park (#1 Toltec Mounds State Road, Scott, 72142-95020).

2.77 Organize a Native American awareness day in the fall of the year. One possible reference is I Have Spoken: American History Through The Voices of the Indians by V.I. Armstrong (Swallow Press: Athens, Ohio, 1984). The goal of such a day would be to weaken the stereotypes many have of Indians.

2.78 Produce a chart on which the Quapaw and the Caddo are compared.

## EARLY EUROPEAN EXPLORATION AND SETTLEMENT

BASIC SKILLS

3.01 Recognize that DeSoto came to the area we call Arkansas in 1541 and discuss reasons for his travels.

3.02 Locate on a map and identify Arkansas Post as the first European settlement in Arkansas (1686).

3.03 Identify France and Spain as the two countries that occupied Arkansas prior to the Louisiana Purchase and discuss their exploration of Arkansas.

3.04 Discuss circumstances leading to the purchase of the Louisiana Territory stressing issues that related specifically to Arkansas.

3.05 Identify and discuss place names in Arkansas that are of European origins.

3.06 Discuss the introduction of slavery into Arkansas (including the development of the slave codes).

3.07 Relate facts about the New Madrid earthquakes.

3.08 Identify the following: LaSalle, Marquette, Joliet, LaHarpe, DeTonti, John Law and Sieur de Bienville.

DEVELOPMENTAL SKILLS

3.25 Describe and contrast Spanish and French settlements.

3.26 Contrast the French and Spanish attitudes toward, and the treatment of, the Native Americans.

3.27 Contrast the French and Spanish attitudes toward colonization and the colonials.

3.28 List contributions of the French and Spanish settlers to life in the area known as the Louisiana Purchase.

3.29 Analyze the impact of the acquisition of Louisiana upon Arkansas and the United States.

3.30 Identify the battle of Arkansas Post as the only Revolutionary War battle in Arkansas.

3.31 Describe and explain the gradual movement of the Native Americans to the West.

STRATEGIES

3.75 Prepare a chart of the early explorers of Arkansas (DeSoto, Marquette and Joliet, LaSalle and DeTonti, LaHarpe) including columns about areas explored, objectives of their travels and the results of their travels.

3.76 Map the expeditions of Nuttal, Long, Schoolcraft, Wilkensons, Featherstonhaugh and Dunbar.

3.77 Develop a bulletin board entitled "Early Settlements of Arkansas" and fill it with stories of settlements that existed between 1686 and 1819 (e.g., Fort Smith, Davidsonville, Arkansas Post, Helena, Pine Bluff, Crystal Hill, Little Rock).

## TERRITORIAL PERIOD

### BASIC SKILLS

4.01 State that Arkansas was a part of both the Louisiana and Missouri Territories becoming a U.S. territory in 1819.

4.02 Recognize that most frontier Arkansans made their living by hunting, gathering and subsistence farming, thereby being self-sufficient.

4.03 Discuss the early exploration and settlement of Arkansas by Americans.

4.04 Discuss the formation and operation of the territorial government of Arkansas.

4.05 State that the Arkansas Gazette is the oldest paper west of the Mississippi and discuss the reasons for its creation and perpetuation.

4.06 Identify the reasons for the movement of the Arkansas capital from Arkansas Post to Little Rock.

4.07 Recognize that the major means of transportation in frontier Arkansas was water.

4.08 Identify the following: Dr. George Hunter, William Dunbar, Robert Crittenden, James Miller, Conway-Johnson Dynasty, James Woodson Bates, William Woodruff, Trail of Tears and Sequoyah.

### DEVELOPMENTAL SKILLS

4.25 Appraise the land survey system and explain the ways in which the early settlers acquired land.

4.26 Identify the political parties in Arkansas and compare their philosophies and leaders.

4.27 Examine the importance of the bear to the frontier economy.

4.28 Discuss the difference among the lifestyles of Indian tribes that existed in and passed through Arkansas with special emphasis upon the advancement of the Cherokee cultures.

4.29 Analyze the affects of the Missouri Compromise upon Arkansas.

STRATEGIES

4.75 With the assistance of the media specialist, locate pictures from early newspapers. Compare and contrast the Arkansas Gazette with the other early papers.

4.76 Explore stories about the animals native to Arkansas at this period of time and postulate the effect they had upon settlement.

4.77 Write a journal for a traveler across the delta region at the time period, including the perils of weather, animals and isolation.

4.78 Role play settlers arguing over whether to settle in Arkansas or Missouri.

4.79 Imagine oneself as a reporter for a Washington newspaper. Write a series of articles based on one's visit to the Arkansas territory.

4.80 Visit the Arkansas Territorial Restoration (Third and Scott, Little Rock, 72201, 371-2348) to assess the atmosphere in which the decision to become a state was made.

## ANTE-BELLUM ERA

BASIC SKILLS

5.01 Recall that Arkansas was admitted to the Union on June 15, 1836.

5.02 Recognize that Arkansas and Michigan were admitted to the Union as sister states.

5.03 Distinguish between a state and a territory and assess how statehood changed individuals' lives.

5.04 Discuss slavery as an institution, including its drawbacks and advantages, as well as the consequences of its elimination.

5.05 Compare life on a plantation to life on a family farm.

5.06 State that the Arkansas economy depended upon agriculture, particularly the cultivation of cotton.

5.07 Recognize and discuss the consequences of the westward movement bringing settlers to Arkansas.

5.08 Identify the following: Albert Pike, Archibald Yell and James S. Conway.

DEVELOPMENTAL SKILLS

5.25 Explore the politics of ante-bellum Arkansas as it reflected the political views of the nation.

5.26 Analyze the different viewpoints and perspectives concerning slavery.

5.27 Explore Arkansas' early literature as illustrated in the works of such authors as Albert Pike, Fent Noland, Thomas B. Thorpe, Frederick Gerstaecker and Alfred W. Arrington.

5.28 Explore Arkansas' role in the westward movement (e.g., staging area for the settlement of Texas, jumping off place for the gold rush, Mountain Meadow Massacre).

5.29 Discuss the influence of inexpensive land.

5.30 Discuss the influence of the early schools and churches in Arkansas.

5.31 Analyze the financial effects of the failure of the Real Estate and State Banks.

STRATEGIES

5.75 Compare the Constitution of 1836 to our present Constitution.

5.76 Compare early manufacturing operations in Arkansas to today's factories.

5.77 Visit the Old State House (300 West Markham, Little Rock, 72201, 371-1749) and write descriptions of the architecture. Analyze ways it is similar to and different from the present Capitol.

5.78 Read Ozark yarns and evaluate the terminology in them. Write folk tales that illustrate the common life of this generation.

## CIVIL WAR ERA

### BASIC SKILLS

6.01 Recognize that Arkansas was a member of the Confederate States of America and give reasons for our joining the Confederacy.

6.02 Recognize that most people in Arkansas did not own slaves.

6.03 Give reasons for Arkansas' strategic importance.

6.04 Describe life during the war contrasting it in various regions of the state as well as among blacks and whites.

6.05 Give reasons for many Arkansans remaining loyal to the Union.

6.06 Explain the importance of the Battles of Pea Ridge, Helena and Prairie Grove, as well as the Red River Campaign.

6.07 Analyze Arkansas politics during the war.

6.08 Discuss reasons for Arkansas being militarily unprepared prior to the war.

6.09 Discuss the role of blacks in the Union and Confederate armies.

6.10 Identify the following: Henry Rector, Isaac Murphy, Harris Flanigan, David O. Dodd and Old Washington.

### DEVELOPMENTAL SKILLS

6.25 Summarize the advantages and disadvantages of Arkansas' secession.

6.26 Explain that because of the Union occupation, Arkansas remained divided for most of the war years.

6.27 Appraise the effects of the war upon Arkansans.

6.28 Evaluate the effects of the Bushwhackers and Jayhawkers upon Arkansas.

6.29 Evaluate the effects of the wealth of the slave holders upon the politics of Arkansas.

6.30 Analyze the motivations of the Arkansans who favored the Union and those who favored the Confederacy.

6.31 Postulate the effect of the conditions of slavery upon present day race relations in our state.

STRATEGIES

6.75 Compare the draft laws of the Civil War era with those of World War II, Korea and the Vietnam era.

6.76 Visit Pea Ridge National Military Park (Pea Ridge, 72901).

6.77 Invite a member of the Civil War Roundtable (P.O. Box 7388, Little Rock, 72217) to speak to the class about the importance of remembering what happened during the Civil War.

6.78 Organize a "scavenger hunt" for things in one's community that date back to Civil War times.

6.79 Prepare and eat a meal from Civil War time including an item from a meal of each of the following: soldier in Arkansas, black family in southeast Arkansas, a family in the Ozarks, a society family of Little Rock.

6.80 Create a display of Civil War photography, especially the works of Matthew Brady.

6.81 Choose two or three musical selections from the Civil War period. Also choose two or three musical selections from other historical periods of American history. Play the works randomly and ask students to indicate which are from this period.

## RECONSTRUCTION

BASIC SKILLS

7.01 Discuss the reasons for the passing of the Reconstruction Acts.

7.02 Investigate problems encountered by freedmen and the racial problems which developed through the years.

7.03 Discuss the support of the Reconstruction Acts by the Republican Party.

7.04 Recognize the positive and negative effects of Reconstruction upon Arkansas (e.g., free public education, black males given the right to vote, extended state services, aided industrial promotion, loss of private property, fraud, embezzlement of public funds and political manipulation).

7.05 Explain the reasons for the end of Reconstruction in Arkansas.

7.06 Explain rights granted to black Arkansans under the 1868 Constitution.

7.07 Identify the following: Powell Clayton, Brooks-Baxter War and Judge Isaac Parker.

### DEVELOPMENTAL SKILLS

7.25 Explain how Democrats and Republicans alike used African-Americans during Reconstruction.

7.26 Cite examples of Radical Republicans' commitment to education.

7.27 Discuss the issues of the Brooks-Baxter War.

7.28 Compare the 1868 Constitution to the 1874 Constitution.

7.29 Discuss the impact of Radical Republicanism upon the return of the Democratic Party to Arkansas.

### STRATEGIES

7.75 Prepare a time-line depicting events of the Reconstruction period in Arkansas and the key figures in this period.

7.76 Role-play the Brooks-Baxter conflict using period costumes if possible.

7.77 Prepare a critique on the new Constitution of 1874 with an emphasis on its' present-day effectiveness.

7.78 Debate the pros and cons of conservatism and its' impact upon Arkansas.

## THE PROGRESSIVE ERA

### BASIC SKILLS

8.01 Identify the two major reform movements of the late 19th and early 20th centuries (Populism and Progressivism).

8.02 Investigate the roots of Populism and Progressivism.

8.03 Identify problems encountered by Arkansas farmers in the late 1800's.

8.04 Discuss the most conspicuous failure of Progressivism. (It ignored the plight of black Arkansans, as well as t condition of the farmers.)

8.05 Explain changes in Arkansas government based in the ideals of Populism.

8.06 Examine contributions of progressive governors such as Jeff Davis, George Donaghey and Joseph Taylor Robinson.

### DEVELOPMENTAL SKILLS

8.25 Discuss the consequences of the reform movements (e.g., increase of government regulation, educational advances, reform-minded government, expansion of social services, women's suffrage, moral reform, tax reform).

8.26 Compare the problems of the farmers in the 1880's to those of farmers today.

8.27 Trace the shift of interest in the Progressive Era from social and political reform to economic development.

8.28 Analyze the economic impact of World War I on the state during this era.

### STRATÉGIES

8.75 Chart the status of education in Arkansas and show the comparisons with the rest of the nation during this period.

8.76 Write a paper telling of the expansion of railroads across Arkansas and their benefit to Arkansas farmers.

8.77 Prepare a display, or bulletin board, depicting Arkansas society during the Progressive Era.

## BETWEEN THE WARS

### BASIC SKILLS

9.01 Identify major themes and social issues of the 1920's (e.g.,material progress, prohibition, organized crime) in Arkansas.

9.02 Cite evidence of growing prejudice and discrimination (e.g., Red Scare, appearance of the Ku Klux Klan) in Arkansas.

9.03 Explain the significant socio-economic happenings associated with the Depression (e.g., bread lines, shanty towns, bank failures, unemployment, drought).

9.04 Discuss the economic impact of the Great Flood of 1927 (e.g., destruction of cropland, destruction of railroads, roads, levees and bridges, loss of livestock, assistance from national relief agencies, conservation efforts, establishment of first airmail service).

9.05 Locate and identify industries built and developed during this time which were a consequence of the states' abundant natural resources.

DEVELOPMENTAL SKILLS

9.25 Analyze the effects of the New Deal on Arkansas.

9.26 Evaluate the changing status of women in Arkansas.

9.27 Discuss the major government agencies formed under FDR's administration (e.g., CCC, WPA, FERA, AAA, FSA) in Arkansas.

9.28 Compare and contrast FDR's and Herbert Hoover's administration.

9.29 Evaluate the impact of New Deal legislation on current socio-economic situations in Arkansas.

STRATEGIES

9.75 Chart the development of the transportation system across Arkansas.

9.76 Chart the development of the communication system in Arkansas.

9.77 Read and discuss Grapes of Wrath (John Steinbeck) or another book from this period.

9.78 Develop a time-line depicting the shift in political alignment by black Arkansans.

## WAR YEARS

BASIC SKILLS

10.01 List major events which led to World War II.

10.02 State the changes in Arkansas brought about by wartime conditions (e.g., full employment, migration, military training centers, change in labor sources, rationing).

10.03 Locate on an outline map of Arkansas the relocation centers for Japanese Americans (Rohwer and Jerome).

10.04 Discuss the negative effects of World War II on Arkansas (e.g., failure to finish education, changes in family life, social problems).

10.05 Discuss the end of the sharecropper system in Arkansas.

10.06 Identify the following: Douglas MacArthur, Charlotte Stephens, Susie Morris and NAACP.

DEVELOPMENTAL SKILLS

10.25 Analyze the economic consequences of World War II on Arkansas.

10.26 Evaluate the importance of Camp Chaffee, Camp Robinson and Pine Bluff Arsenal.

10.27 Discuss the end of the Depression and the beginning of urbanization in the state as a result of the war.

10.28 Explain the reasons for the out of state migration that occurred during and immediately after the war.

STRATEGIES

10.75 Role-play the Susie Norris trial that occurred in Little Rock during the war.

10.76 Develop a map of Arkansas depicting the location of the relocation centers, Camp Chaffee, Camp Robinson and the air bases built in Arkansas.

10.77 Prepare a memorial to the Japanese who were interned at Rohwer and Jerome during the war.

10.78 Watch episodes of The 20th Century or The World At War videos which show the impact of World War on our world.

## CONTEMPORARY

BASIC SKILLS

11.01 Identify and discuss the major events associated with the civil rights movement. (e.g., integration, Brown v. Board of Education, Central High crisis).

11.02 Analyze the causes and outcomes of the crisis at Central High School.

11.03 Discuss the strengths and weaknesses of the Faubus administration.

11.04 Analyze the reasons for the resurgence of the Republican party.

11.05 Appraise the transformation of Arkansas from rural farming to a food producer of the nation.

11.06 Identify the following: J. William Fulbright, Orval Faubus, Daisy Bates, Bill Clinton, Winthrop Rockefeller, Wilbur Mills, John McClellan, David Pryor, Brooks Hayes and Dale Bumpers.

## DEVELOPMENTAL SKILLS

11.25 Analyze the impact of Orval Faubus, J. William Fulbright, John McClellan and Wilbur Mills upon politics in Arkansas.

11.26 Discuss the expansion of the transportation systems as exemplified by the highway building programs and the McClellan-Kerr Navigation project.

11.27 Compare and contrast the goals and philosophies of new civil rights groups such as (e.g., CORE, SNCC) with those of the more conservative groups such as (e.g., NAACP).

11.28 Evaluate the changes in Arkansas brought about by the increase of mechanization in agriculture (In 1940 about 75% of the working population earned their living from the farm as compared to 7% in the 1970's.)

## STRATEGIES

11.75 Read and discuss the accounts of Daisy Bates in *The Long Shadow of Little Rock* and Elizabeth Hucaby in *Crisis at Central High*.

11.76 Prepare a time-line portraying the chronology of events surrounding the Central High crisis.

11.77 Prepare a map showing the expansion of the transportation systems as exemplified by the highway building programs and the McClellan-Kerr Navigation Project.

11.78 Prepare a list of Arkansas companies that are multinationals, exporters and/or foreign owned.

## CHANGING TIMES

### BASIC SKILLS

12.01 Identify the present Arkansas Congressional delegation.

12.02 Assess Governor Clinton's administration and postulate its impact upon the people of Arkansas.

12.03 Discuss the probable outcomes of new educational standards upon the people of the state.

12.04 Examine the changing society in Arkansas.

12.05 Discuss the consequences of limited conservation efforts within the state.

12.06 Recognize Arkansas' growing global interdependence.

12.07 Identify problems affecting the people of Arkansas.

### DEVELOPMENTAL SKILLS

12.25 Compare the socio-economic status of Arkansans with other Americans of today.

12.26 Assess the national influence of the Arkansas delegation upon legislation dealing with agriculture and aging.

12.27 Propose solutions to the problems facing the people of Arkansas today.

12.28 Analyze strengths and weaknesses of state government in Arkansas.

### STRATEGIES

12.75 Chart the development of Wal-Mart or other Arkansas corporation by tracking them through the stock market.

12.76 Divide class into groups and assign each group an Arkansas based company to investigate. Chart the status of the company and predict on that company's future success.

12.77 Role-play an Arkansas governor of the 1990's, and suggest answers to the problems plaguing the state from his point of view.

12.78 Compare the number of school districts in 1940, 1950, 1960, 1970 and 1980. Debate the pros and cons of consolidation for economic reasons.

## INTRODUCTION

This course content guide describes a one-semester elective course for juniors and seniors who should have already taken the one-year American history course required by state law. It is not a substitute for that one-year course. Teachers preparing to teach this course should have a copy of the course content guide for American history. The skills listed in this guide build upon the basic and developmental skills in the survey course. Therefore, many facts are not repeated here.

This contemporary American history guide considers three major areas of contemporary America (1945 to the present): foreign policy, domestic relations and culture. Emphasis is placed on the present and how it is a culmination of events and trends of the period. In this course, students and teachers should be able to explore at length these three areas, their inter-relationships and/or their development as forces in our lives.

Teachers are encouraged to develop thematic rather than chronological units. Although this should by no means become a current events class, units of study should relate to, or culminate with, present day events.

The Bradley Commission on History, in the Schools in their guidelines, Building A History Curriculum: Guidelines for Teaching History in Schools, recommends that all history courses have a number of vital themes. They are listed below because they are especially helpful in organizing units of study on contemporary America. Students should be led in activities that explore:

1) Civilization, cultural diffusion and innovation;

2) Human interaction with the environment;

3) Values, beliefs, political ideas, and institutions;

4) Conflict and cooperation;

5) Comparative history of major developments;

6) Patterns of social and political interaction.

Building A History Curriculum: Guidelines for Teaching History in Schools may be purchased for $3.00 a copy from Educational Excellence Network, 1112 Sixteenth St., N.W., Suite 500, Washington, D.C., 20036.

## FOREIGN POLICY

### BASIC SKILLS

1.01 Compare various players in the development of foreign policy (e.g., president, National Security Council, Cabinet members, Joint Chiefs of Staff, Senate Foreign Relations Committee, ambassadors).

1.02 Discuss current relations between the U.S. and U.S.S.R.

1.03 Analyze U.S. relations with China from the Open-Door Policy to current policy.

1.04 Evaluate ways the U.S. has attempted to improve relations with communist nations (cultural exchange programs, sports programs, etc.).

1.05 Investigate America's increasing involvement in the Middle East and determine reasons for that involvement.

1.06 Note specific examples of America's containment policy (e.g., Korea, Cuba, Nicaragua, Panama).

1.07 Identify the following: Truman Doctrine, Marshall Plan, United Nations, NATO, SEATO and Warsaw Pact.

### DEVELOPMENTAL SKILLS

1.25 Discuss how the President's role in foreign policy has changed from 1945 to the present.

1.26 Assess U.S. policies and actions which might explain Soviet apprehension of the U.S. during the Cold War.

1.27 Discuss American involvement in Indochina under Eisenhower and recognize now the foundations for U.S. involvement in the Vietnam conflict were formed.

1.28 Analyze the impact of Vietnam upon American society (e.g., boat people, protest movement, international image).

1.29 Compare the Warsaw Pact to NATO and denote contemporary changes in these alliances.

1.30 Debate the effectiveness of America's containment policies.

1.31 Evaluate different Presidents' relationships with the countries and cultures of the Middle East.

### STRATEGIES

1.75 Debate the effectiveness of arms control as a means of improving relations among the super powers.

1.76 Research and debate multiple viewpoints on the resolution of the Vietnam Conflict.

1.77 Propose a foreign policy for China which the Secretary of State could argue before the President. Give reasons for your policy choices.

1.78 Design a foreign policy the United States should take toward countries that are major producers of illegal drugs.

1.79 Prepare a position paper on the pros and cons of American involvement in the Bay of Pigs invasion and the Cuban Missile Crisis.

1.80 Interview veterans of each major American Twentieth Century conflict (e.g., World War II, Korea, Vietnam). Compare and contrast their experiences.

## DOMESTIC RELATIONS

### BASIC SKILLS

2.01 Identify the current administration's policies on civil rights and affirmative action.

2.02 Compare and contrast the terms liberal and conservative.

2.03 Explain the political scandals of recent U.S. history.

2.04 Predict the impact of the social problems of contemporary America (e.g., drug problems, aging population, health care).

2.05 Recognize and propose solutions for contemporary environmental problems.

2.06 Identify the following: Martin Luther King, Jr., Great Society, *Brown v. Board of Education* and the crisis at Little Rock Central High.

### DEVELOPMENTAL SKILLS

2.25 Analyze the effectiveness of the Civil Rights Act of 1964.

2.26 Compare and contrast the effectiveness of Kennedy and Johnson in getting civil rights legislation passed by Congress and suggest reasons for the difference.

2.27 Evaluate the progress of women's struggle for equal rights.

2.28 Analyze the reawakening of conservatism in post-Vietnam America.

2.29 Investigate the impact of Watergate on American politics.

2.30 Analyze the role of television in contemporary political campaigns.

2.31 Compare Reaganomics with Jimmy Carter's economic policies.

2.32 Review the legislation relieving discrimination (e.g., Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973).

2.33 Analyze the effects that the increasing numbers of elderly persons have upon our society.

2.34 Compare the major criminal activities of today with the criminal activities of an earlier period.

2.35 Contrast and compare the Warren, Rehnquist and Burger courts.

STRATEGIES

2.75 Read and explore for insights the book Dark Shadow Over Little Rock, by Daisy Bates. Compare Bates' views with Elizabeth Hucaby's in Crisis At Central High.

2.76 Debate or prepare a written report on the philosophies of Martin Luther King, Jr., Malcolm X and Stokely Carmichael.

2.77 After being assigned a topic on which to speak (e.g., drugs, abortion), develop a speech that a conservative would give and do the same for a liberal and also a moderate.

2.78 Interview candidates for public office about the media coverage of politicians, especially in relation to invasion of privacy issues.

2.79 Agree on environmental problems facing Arkansas and write letters to members of the General Assembly and Congress expressing the collective opinion of the class.

2.80 Prepare a mock trial based on a key court case of this time period (e.g., Brown, Gideon, Miranda, Roe v. Wade, Hazelwood, Bakke).

2.81 Prepare a chart that will provide a visual comparison of the administrations of all of the U.S. Presidents of this period, including such things as White House staff, relations with Congress, major legislation, etc.

2.82 Chart the rise in costs of medical services since the 1960's. Draw conclusions based on these data.

## CULTURE

### BASIC SKILLS

3.01 Describe the major music styles most often associated with America.

3.02 Describe the religious trends in American society.

3.03 Outline the types of family structures found in our present society.

3.04 Explore literature, and other arts, for insights into contemporary American culture.

3.05 Explore literature, and other arts, for insights into contemporary American problems.

3.06 Recognize the ways technology has changed the ways we eat, live and work.

### DEVELOPMENTAL SKILLS

3.25 Compare the rock and roll music of the 1950's with the rock and roll of today.

3.26 Analyze the role African-American churches have played in the civil rights movement and in politics.

3.27 Analyze the role religion plays in today's society. (e.g., economic impact in a community, obscenity/pornography laws, mores).

3.28 Analyze the change in the pattern of traditional religions (e.g., rise of fundamentalism, charismatic leaders, cults and sects, televangelism and supremacist movements).

3.29 Explore how music reflects the social problems of a time period (e.g., Ebony & Ivory, Allentown, 9 TO 5, The Living Years, Another Day In Paradise).

3.30 Analyze ways technology has changed American lifestyles (e.g., social security, lasers, improvements in medical care, air conditioning, radar, interstate highway system, commercial airlines, nuclear power).

STRATEGIES

3.75 Create a music video using a song that reflects a social problem in recent American history (e.g., divorce, homeless, AIDS).

3.76 Watch episodes of "Leave It To Beaver" and "The Cosby Show." Compare and contrast the family life in the two time periods.

3.77 Interview an older person and a middle-aged person and compare their experiences as teenagers with your own experiences as a teenager.

3.78 Read and discuss a piece of literature in which an American reacts to being placed in a different culture (e.g., Black Like Me).

3.79 Locate and read a piece of literature in which an American reacts to an event of the period being studied.

3.80 Each student will identify the items in their household that would not have been available in their parents' childhood (e.g., computers, microwaves, VCR's, cassette tapes). Postulate the effects of rapid change upon our lives.

3.81 Each student will interview someone over 45 and someone over 65 asking them how they spent their leisure time when they were 17. Compile answers in class and evaluate the change in our value systems.

3.83 View episodes of "The Mary Tyler Moore Show" and "Murphy Brown" and compare the role of the working woman as portrayed in sit-coms.

3.84 Analyze the affect of the automobile upon the ways we eat, live and work (fast food restuarants, suburban living, centrally located shopping centers, etc.).

## INTRODUCTION

As Americans and Arkansans, we must make crucial decisions about our complex economy. Economic issues play a prominent role in every aspect of our lives (family, education, government, media, etc.). However, Americans often lack sufficient knowledge of economics and, therefore, are confused about the nature and cause of economic issues. They have difficulties understanding state and national economic debates.

According to the Joint Council on Economic Education:

> "Economics is a way of thinking about the economy by using a set of analytical tools. These tools help us understand how the economy operates and what the consequences of various approaches to solving economic problems might be. The goal of high school economics courses is to teach students how to apply the tools of economic analysis to the personal, community, and national economic issues students face."*

Use these tools to help guide Arkansas students in a discovery of economic issues and policies that affect their lives. Strategies listed in this guide are provided as examples of activities that can be utilized to assist teachers in leading students to a better understanding of economics. The Standards for Accreditation of Arkansas Public Schools (1984) require that one semster of economics be offered at least once every other year.

*Master Curriculum Guide In Economics Teaching Strategies, High School Economic Courses, Joint Council on Economic Education, 1985.

## FUNDAMENTAL ECONOMIC CONCEPTS

### BASIC SKILLS

1.01 Define economics (the study of how our scarce productive and resources are used to satisfy human wants.)

1.02 Explain why scarcity requires making choices and how opportunity cost and trade-offs help in the making of effective choices (unlimited wants plus limited resources).

1.03 Define economic system (the way a society organizes itself to produce goods and services in order to satisfy human wants and needs).

1.04 List six goals of the United States economic system (economic freedom, economic justice, price stability, efficiency, growth, full employment).

1.05 Discuss the three questions to be answered by every economic system (What will be produced? How will products be produced? For whom will products be produced?).

1.06 List the three major economic systems and identify characteristics of each (traditional: people generally repeat the decisions made at an earlier time or by an earlier generation; command: decisions are made largely by a central authority; market economy: basic economic questions are answered by forces of supply and demand).

1.07 Define: scarcity, wants and needs, unlimited wants, goods and services, producers and consumers, productive resources, capitalism, socialism, communism and laissez-faire.

### DEVELOPMENTAL SKILLS

1.25 Explain how some wants and needs are satisfied individually and others collectively.

1.26 Discuss reasons different cultural groups have different wants.

1.27 Identify areas in which many families face scarcity and determine ways to overcome the problem.

1.28 Our state and federal governments have a scarcity of resources. Identify several examples of government scarcity and discuss how each government can deal with the scarcity and/or make decisions as to how its limited resources will be used.

1.29 Cite examples of government attempts to achieve each of the six goals of our economic system.

1.30 Discuss the relationship of opportunity cost to decisions made by: (a) voters; (b) producers; (c) consumers.

1.31 Compare the strengths and weaknesses of the three major economic systems.

1.32 Compare and contrast living standards in the American market economy and the Chinese economy.

1.33 Cite an example of each economic system (e.g., traditional: rural areas of less developed countries of Asia and Africa; command: China; market economy: United States).

STRATEGIES

1.75 Create a role-playing situation illustrating wants and needs.

1.76 Produce a chart that illustrates wants of various cultural groups.

1.77 Invite a local, or state, government official to discuss the role of government in the economy.

1.78 Identify several people who are responsible for influencing national decisions.

1.79 Identify resources which are scarce in the United States today but were not scarce 200 years ago. Give reasons for the scarcity.

1.80 Trace the development of a national economic crisis and propose solutions to the problem.

1.81 Debate government intervention vs. a free market economy.

1.82 Prepare a chart illustrating the characteristics of the major economic systems including: (a) ownership of resources; (b) allocating of resources; (c) role of government in economic planning.

1.83 Investigate the economic theories of Adam Smith, John Maynard Keynes, Milton Friedman or Karl Marx.

1.84 Trace the history of the development of capitalism.

## SPECIALIZATION, EXCHANGE, MONEY

### BASIC SKILLS

2.01 Define specialization and division of labor.

2.02 State the purpose of division of labor (to increase efficiency and productivity).

2.03 Discuss the consequences of specialization (increase economic interdependence, exchange of goods and services, money to facilitate exchange).

2.04 Explain the circular flow model.

2.05 Define money and barter.

### DEVELOPMENTAL SKILLS

2.25 Explain how division of labor increases the supply of goods and service.

2.26 Discuss how division of labor increases interdependence.

2.27 Discuss adverse effects of specialization and division of labor on employees (e.g., assembly line boredom, lack of feeling of accomplishment, and lack of pride in the product).

2.28 Define and give examples of technology.

2.29 Explain how goods and services are allocated in the American economy.

2.30 Discuss the contributions of households to business (labor, land, capital, entrepreneurship).

2.31 Discuss the contributions of business and government to households (income, goods, services).

2.32 Identify the basic functions of money (medium of exchange, standard of value, store of value).

2.33 Discuss types of money used in the United States (e.g., demand deposit, currency).

### STRATEGIES

2.75 Analyze the skill requirements, education and training needed for various jobs.

2.76 Take part in a simulation involving specialization and division of labor and evaluate their impact.

2.77 Write an essay tracing the technological changes that have occurred in the student's lifetime.

2.78 Draw a cartoon, picture or diagram illustrating how goods and services are allocated in the American economy.

2.79 Survey local businesses to discover the attitudes held concerning production for export and/or the need for imports.

2.80 Illustrate how money is an improvement over barter.

2.81 Research to learn what foreign products and vessels travel on the Arkansas River.

## MARKET SYSTEM, SUPPLY AND DEMAND

### BASIC SKILLS

3.01 State the law of demand. (At higher prices, less of a good will be demanded than at lower prices.)

3.02 State the law of supply. (At higher prices, more of a product will be offered for sale.)

3.03 Explain how prices in a market economy are determined by supply and demand.

### DEVELOPMENTAL SKILLS

3.25 Graph supply and demand schedules and show the equlibrium price.

3.26 Explain how tastes, income and price influence the quantities of goods and services demanded at various prices.

3.27 Explain how technology, resource price and product price influence the quantity of goods and services supplied at various prices.

3.28 Explain price elasticity of demand (responsiveness of buyer to a change in price).

3.29 Explain the effects of government price intervention on forces of supply and demand.

3.30 Describe how changes in demand lead to changes in price and in quantity demanded.

STRATEGIES

3.75 Create a supply and demand schedule for a hypothetical product. Record the same information on a supply and demand graph.

3.76 Explain why each of the following statements is true:
(a) The price of Christmas cards is low in January.
(b) The price of an antique ring is usually high.
(c) The supply of turkeys increases in November.
(d) Airlines lower their fares to Florida from April to November.

3.77 Produce a list of goods or services that might fit into each of the following categories: increased demand since 1900; decreased demand since 1900; increased demand, 1980-2000; decreased demand, 1980-200.

## MARKET STRUCTURE

### BASIC SKILLS

4.01 Define and discuss the variety in market structure (e.g., from pure monopoly to pure competition).

4.02 Explain the importance of competition in a market economy. (Without competition, prices are high and resources are misallocated.)

4.03 Explain why a monopolist has more control over price than a firm in a purely competitive market.

4.04 List and define the four major types of business organizations (sole proprietorship, partnerships, corporations, cooperatives).

4.05 Explain the role of labor unions in a market economy.

### DEVELOPMENTAL SKILLS

4.25 Name firms, or industries, which are examples of each of the following: pure monopoly, monopolistic competition, oligopoly, pure competition.

4.26 Analyze the differences in advertising which are the results of the different market situations.

4.27 Explain why certain agricultural markets are more likely to approach the standards of pure competition than other industries.

4.28 Discuss the advantages and the disadvantages of each type of business organization.

4.29 Describe the restrictions on an owner's freedom of operation in each type of business organization.

4.30 Explain how a corporation is created, owned and managed.

4.31 Investigate and discuss the operation of the stock market.

4.32 Trace the development of labor unions in the United States.

4.33 Explain why collective bargaining is an important right of labor.

## STRATEGIES

4.75 Rank or list the variety of market structures from one extreme to another (i.e., pure monopoly to pure competition).

4.76 Debate: "If we accept government control of ownership of certain monopolies as desirable, we should accept government control of ownership of all forms of business."

4.77 Debate: "The government should abstain from providing goods and services, such as electric power, that private groups or industries can provide."

4.78 Develop new commercials for a product and discuss the effects of advertising on competition.

4.79 Investigate a large corporation's exploitation of consumers in the early 1900's.

4.80 Explain Arkansas' regulations for incorporating a business.

4.81 Locate news stories that relate to the pros and cons of government regulation.

4.82 Discuss why goals of employers and workers might conflict.

4.83 Investigate labor unions and the right to work ethic.

## ROLE OF GOVERNMENT

### BASIC SKILLS

5.01 Identify and discuss the six economic functions of government (provide public goods, maintain legal and social framework, counteract externalities or spill-over effects, redistribute income, maintain competition, stabilize the national economy).

5.02 Explain the importance of taxation in the operation of government.

5.03 Identify goods and services provided by the government (e,g., national defense, postal service, roads, and highways, water supply, police protection, education, garbage collection).

5.04 Determine why it is necessary for the government to provide public goods and services (indivisible and non-exclusive).

### DEVELOPMENTAL SKILLS

5.25 Identify four purposes of taxation (transfer resources from private to public sector, redistribute income, promote growth and stability, reallocate resources in the private sector).

5.26 Discuss Adam Smith's four canons of taxation (equitable or impartial, certain or clearly defined, convenient or easy to collect, economical or inexpensive to collect).

5.27 Identify two approaches for collecting taxes and give examples for each (benefit received; gasoline tax, ability to pay; income tax).

5.28 Define and discuss tax deductions, tax credits and tax exemptions.

5.29 Cite examples of the opportunity cost of increased taxes.

5.30 Discuss progressive, regressive and proportional taxes and the effects of each. Identify taxes which go into each category.

5.31 Determine how changes in the tax rate affect the level of economic activity.

5.32 Prepare a graph to show how the government spends its money.

5.33 Compare the economic goals of our nation to the actual budget. Determine how well we are meeting our goals.

5.34 Explore the economic consequences of a deficit in the budget.

5.35 Define and discuss transfer payments.

### STRATEGIES

5.75 Debate the pros and cons of government expenditure (e.g., national defense vs. social programs).

5.76 Investigate the impact of taxes on income, consumption, capital formation, growth and stability.

5.77 Apply an economic decision-making model to a variety of state tax issues (e.g., the role of sales taxes and property taxes in Arkansas).

5.78 Explain how changes in government spending affect the level of economic activity.

5.79 Invite a panel of resource people to discuss how taxation affects their role in society (e.g., revenue officer, accountant, banker, tax attorney).

## ECONOMIC INSTABILITY

### BASIC SKILLS

6.01 Define economic instability (recurring periods of variation in the level of business activity).

6.02 Name and define the four phases of the business cycle (prosperity, recession, depression, recovery, [also called peak, contraction, trough, expansion]).

6.03 Define inflation and discuss some problems it creates for producers and consumers.

6.04 Define unemployment and discuss some problems it creates for producers and consumers.

### DEVELOPMENTAL SKILLS

6.25 Distinguish between a depression and a recession.

6.26 Compare the effects inflation has on these groups: debtors and creditors, savers and speculators, those with fixed and flexible incomes.

6.27 Discuss the "cost-push" explanation of inflation.

6.28 Discuss the "demand-pull" explanation of inflation.

6.29 Discuss types of unemployment (frictional, cyclical, structural).

6.30 Discuss programs which benefit the unemployed.

STRATEGIES

6.75 Design a chart comparing the characteristics of a depression to those of a period of prosperity.

6.76 Debate the hypothesis: "A cut in federal taxes on corporations and on personal income helps to combat a depression."

6.77 Interview a businessperson concerning his or her role in helping the economy recover from a recession.

6.78 Research the relationship between inflation and unemployment.

6.79 Visit the local office of the division of Employment Security to learn the role of government in assisting the unemployed.

## MONETARY AND FISCAL POLICIES

BASIC SKILLS

7.01 Explain how money is created when banks make loans.

7.02 Explain how the money supply affects the level of economic activity.

7.03 Define and discuss the purpose of fiscal policy (consists of changes in taxes, in government transfer payments that are designed to affect the level of aggregate demand in the economy or to provide incentives for increasing aggregate supply).

7.04 Define and discuss the purpose of monetary policy (actions of the Federal Reserve System to control the size of the money supply and the price of credit in order to maintain the trend of economic growth, employment, and the prices at desired levels).

## DEVELOPMENTAL SKILLS

7.25 Explain the three tools of monetary policy used by the Federal Reserve System to influence the money supply (discount rate, reserve requirement and open market operations).

7.26 Discuss the problems of using fiscal policies.

7.27 Discuss the problems of using monetary policies.

7.28 Explain the effects of surpluses and deficits in the federal budget.

7.29 Define and discuss automatic stabilizers.

7.30 Explain transfer payments and how they relate to fiscal policy.

7.31 Evaluate the impact of an increasing national debt.

## STRATEGIES

7.75 Design a monetary and a fiscal policy to remedy a recession or a depression.

7.76 Debate whether the Federal Reserve System should manipulate the money supply or the interest rate as it implements monetary policy.

7.77 Write an essay from the following points of view: automobile salesman, a couple buying their first home, a person on a fixed income. Defend your position on either of the following policies:

1. If the Federal Reserve System wants to bring the economy out of a recession it will pursue an easy money policy.
2. If the Federal Reserve System wants to flight inflation it will use a tight money policy.

7.78 Select one of the following and describe its impact upon various groups (National Jobs Training Program, an income tax cut, an income increase, balanced budget, rent control).

7.79 Design a monetary and a fiscal policy to curb inflation.

## ECONOMIC GROWTH

### BASIC SKILLS

8.01 Define economic growth.

8.02 Explain GNP (Gross National Product) as a measure of economic growth.

8.03 Identify causes of economic growth (e.g., increasing productive resources, improving technology).

8.04 Determine the costs (e.g., pollution, depletion of resources, congestion) and benefits (e.g., jobs, income, increased revenue) of economic growth.

### DEVELOPMENTAL SKILLS

8.25 Explain how the capital which results from savings and investments contributes to increased productivity.

8.26 Explore non-economic factors which influence growth (e.g., pollution, depletion of resources, congestion) and benefits (e.g., jobs, income, increased revenue) of economic growth.

8.27 Name the two factors of production that have contributed the most to increased productivity since 1900. Discuss reasons for this.

8.28 Explain how per capita GNP is related to economic growth.

8.29 Develop a chart that shows the increases of decreases in GNP from 1929 to present. Formulate hypotheses to explain the increases and decreases. Test their validity through research.

### STRATEGIES

8.75 Invite a member of the banking community to discuss the role of savings and investment in the overall economy.

8.76 Discuss America's changing work ethic.

8.77 Trace the development of assembly line production in the 20th century.

8.78 Analyze the rise in prominence of selected nations in particular areas of production and determine what has made one nation more prominent than another in a particular area.

8.79 Study the annual report of a large corporation. Analyze profits by division to determine the greatest source of profits for the corporation. If enough information is available in the report, develop hypotheses to explain the division's success.

8.80 Chart the progress of a selected stock over a given period of time. Develop a graph showing the growth or decline of the stock.

## GLOBAL ECONOMICS

### BASIC SKILLS

9.01 Explain absolute and comparative advantage.

9.02 Discuss barriers to trade (e.g., tariffs, quotas).

9.03 Discuss why corporations become multinationals (to avoid tariffs, to be near the source of raw materials or cheaper labor).

9.04 Explain how exchange rates are determined and how they affect imports and exports.

### DEVELOPMENTAL SKILLS

9.25 Differentiate between the balance of trade (merchandise imports and exports) and the balance of payments (all monetary movements between nations).

9.26 Explain why some foreign manufacturers might be able to produce products at a lower cost than American manufacturers.

9.27 Contrast the concepts of free trade and protectionism.

9.28 Determine the consequences of trade barriers.

### STRATEGIES

9.75 Investigate the degree of dependence Arkansas industry has upon foreign markets.

9.76 List and discuss reasons for the United States trade deficit.

9.77 Predict which nations will be the major economic world powers of 50 years hence and cite reasons for their predicted prominence.

9.78 Trace the recent history of U.S. trade policy.

9.79 Devise a map of Arkansas showing where a product is produced and a world map showing all areas where the Arkansas product is utilized.

9.80 Take part in the Stock Market Game sponsored by the Arkansas Council on Economic Education and the *Arkansas Gazette*.

**GLOBAL STUDIES** Recommended for grades: Grades 11-12

## INTRODUCTION

Global studies is a subject of vast proportions with no less than the planet as its focus. Rapid changes in communication, transportation and weapons technologies have made our planet seem a very small one indeed. Countries and cultures can no longer exist in isolation. The actions of any one of them impinge upon others, often very swiftly. We live in an era of global interdependence, and we must prepare our young people to meet the responsibilities and to cope with the demands that will be thrust upon them by this increasingly interdependent and complex world. A global perspective is a way of looking at the world that stresses both an appreciation of diversity and an understanding of the interdependency of the world's people and its systems.

Because the subject matter of this course is no less than the globe, it would be folly to imagine that we could teach and learn all there is to know in global studies in one year's time. Consequently, the objectives in this guide are very broad. Broad as they are, they do, however, state specific learning outcomes expected for the course.

The content of global studies should be dynamic. This is another reason the goals given here are broad ones, and the content is largely left open. The curriculum should be flexible enough to reflect new developments in the world as they occur. The content can and should change to reflect current events, and it should be adapted to reflect the interests and concerns of the local teacher and students. For example, if drought and famine in Africa are major world concerns today, that should be incorporated into the curriculum. If students are interested in the environment, a set of lessons on local, national and international problems in this area would be appropriate.

Each district should give careful thought to the type of teacher who can best implement this course. Teachers who possess such characteristics as a global vision, receptivity to diverse views, flexibility, creativity, initiative and a willingness to experiment are critical to the success of a global studies program.

Every unit of study created by the teacher should incorporate some of the seven basic themes listed in this guide. Basic and developmental skills listed in this guide should be repeated where applicable throughout the various units of study developed by the teacher. Repetition of skills and themes will promote continuity within the content.

Even the most creative and flexible teachers may want more guidance than these objectives offer, particularly when teaching the course for the first time. Most helpful to teachers getting started in global studies is the resource book, *Teaching For Global Perspective*. Sample course outlines, lesson plans and information on textbooks and resources are included. This resource guide was sent to all schools in 1988. However, a few extra copies still exist and can be acquired by contacting the Curriculum Section of the Arkansas Department of Education.

BASIC THEMES:

Seven basic themes, listed below, are emphasized in this course content guide.

| | | |
|---|---|---|
| 1. | Culture: | the customary beliefs, social forms and material traits of a racial, religious, or social group (*Webster's New Collegiate Dictionary, 1981*) a society's way of life; all of learned behavior in an identifiable society. |
| 2. | Values: | ideas that a society considers desirable or important. |
| 3. | Diversity: | the condition of being different (*Webster's*). |
| 4. | Perspectives: | the capacity to view things in their true relations or relative importance (*Webster's*); point of view. |
| 5. | Conflict: | antagonistic state of action (as of divergent ideas, interest or person); hostile encounter; opposition of persons or forces (*Webster's*). |
| 6. | Interdependence: | mutual dependence (*Webster's*); interconnectedness. |
| 7. | Change: | alteration; transformation (*Webster's*). |

Each skill statement which follows ends with numbers in parentheses. These numbers refer to one or more of the seven themes (indicating the theme, or themes, stressed by each skill statement). The theme listed first should receive the greatest emphasis.

## BASIC SKILLS

1.01 Analyze the prevailing culture of the local community and examine it from a global perspective. (1,4)

1.02 Recognize and identify one's own values and those of one's community. (2,4)

1.03 Recognize the distinctive qualities of life in societies and cultures different from one's own. (3,1,4)

1.04 Recognize that one's own views of the world are not universally shared. (4,3,2)

1.05 Recognize that perceived similarities and differences create both solidarity and conflict. (5,4)

1.06 Recognize that human groups operate as systems and that the elements of systems are interconnected: a change in any element affects many or all other elements, sometimes in unanticipated ways. (6,7)

1.07 Recognize that the world is in a state of constant and rapid change. (7)

## DEVELOPMENTAL SKILLS

1.25 Analyze the prevailing culture of the United States and examine it from a global perspective. (1,4)

1.26 Relate effectively to individuals and groups in other cultures. (1,3,4,6)

1.27 Perceive that a society's culture is shaped by its history. (1,4)

1.28 Recognize that values influence personal and social behavior. (2,1)

1.29 Perceive that values are culturally based. (2,1)

1.30 Recognize that all societies are both cultural borrowers and cultural contributors. (3,1,6,7)

1.31 Recognize that one's views have been shaped by influences that generally escape conscious perception. (4,2,1)

1.32 Assess the validity of perceived similarities and differences. (5,4,3)

1.33 Perceive systems (e.g., social, cultural, political, economic, technological or ecological systems) as interlinked rather than isolated entities: a change in any one system affects many or all systems, sometimes in unanticipated ways. (6,7)

1.34 Analyze and explain the causes and consequences of change. (7)

STRATEGIES

1.75 Defend the statement that human beings, as a culture creating species, share cultural universals. (1,4)

1.76 Compare the values of diverse cultures and analyze the relationship of the values to the cultures which produce them. (2,3,1,6)

1.77 Discuss the validity of ideas, attitudes and feelings of individuals and groups whose views may be significantly different from one's own. (3,4,2)

1.78 Demonstrate the ability to project one's self into alternate perspectives. (4,3)

1.79 Verify that conflicts arise from such variables as age, sex and physical traits in addition to those rising from such factors as politics, ideologies or economics. (5,3,4)

1.80 Analyze interconnections within or among systems and predict the effects of new interconnections. (6,7)

1.81 Recognize that international interactions occur through many channels other than political; determine these channels and analyze the interactions which occur through them. (6)

1.82 Develop a scope of alternatives for dealing with change, recognizing choices and opportunities for action. (7)

**PSYCHOLOGY** Recommended for grades 10-12

## INTRODUCTION

Psychology is the science of behavior. Behavior is defined broadly as anything one does or thinks, including mental activities, feelings and various bodily reactions. As a science, psychologists share goals and the scientific method with other sciences, such as biology, chemistry, sociology and anthropology. Psychologists begin with a body of knowledge and then proceed systematically to investigate a topic to add to that body of knowledge. Psychologists use a variety of research methods, including observation, survey, test and experiment. These methods allow psychologists to reach the goals of description, prediction, control and explanation. The ultimate aim for psychology is to understand human behavior.

This guide is provided as a base on which a course in psychology may be developed. It is divided into broad topics to allow for flexibility for either a one or two semester course of study. Psychology is not one of the courses that the Standards for Accreditation of Arkansas Public Schools (1984) require. It is, however, a popular elective. Therefore, this guide has been developed to add some consistency to the course statewide. Schools that have submitted their own guides in the past need to correlate those with the state guide. There is a list of state approved psychology texts if a school desires to purchase such for use in this course.

## FOUNDATIONS

### BASIC SKILLS

1.01 Define psychology.

1.02 List the goals of psychology.

1.03 Describe five major schools of thought in psychology.

1.04 List the steps of the scientific method used in psychology.

1.05 List the major subfields of psychology.

### DEVELOPMENTAL SKILLS

1.25 Discuss the role, purpose and function of psychology as a science in explaining human behavior.

1.26 Compare and contrast psychology with the other major sciences.

1.27 Analyze the role of the psychologist in the major subfields.

1.28 Review the major research methods.

### STRATEGIES

1.75 Research the theories of the earlier psychologists.

1.76 Invite speakers to address the various fields of psychology to illustrate the diversity in the field.

1.77 Formulate a research project using the scientific method.

## WORKING OF MIND AND BODY/BIOLOGICAL INFLUENCES ON BEHAVIOR

### BASIC SKILLS

2.01 Identify the parts of the brain.

2.02 Identify the functions of the parts of the brain.

2.03 Identify the major functions of the hormones produced by the endocrine glands.

2.04 Describe the basic principles of genetics.

2.05 Explain how heredity influences behavior.

### DEVELOPMENTAL SKILLS

2.25 Label the parts of the brain.

2.26 Read current research material on the brain, genetics and the environment.

2.27 Compile a list of major behaviors resulting from the interaction of genetics, environment and the brain--showing cause and effect relationships.

2.28 Select a theory that you think best describes behavior and defend your position.

STRATEGIES

2.75 Invite a psychologist to speak to the class about the habits of behavior and ways to change those habits.

2.76 Debate the premise: Environment is more influential than heredity in establishing behavior patterns.

2.77 Invite a physician to speak to the class about genetics.

2.78 Assign research projects on the idiosyncrasies of heredity.

## LIFE SPANS/HUMAN DEVELOPMENT

BASIC SKILLS

3.01 List seven patterns of human development (prenatal, language, social, intellectual, moral, emotional, physical and motor).

3.02 List the activities/skills that occur at each stage of development.

DEVELOPMENTAL SKILLS

3.25 Outline and discuss the major theories of development according to Freud, Piaget, Erikson and Kohlberg.

3.26 Contrast and compare the theories of human development.

STRATEGIES

3.75 Create a scenario to illustrate the stages of development according to various people (e.g., Freud, Erikson, Piaget, Kohlberg and Sheehy).

3.76 Ask students to think of memorable childhood experiences that helped to shape their personalities and that marked a particular period of time for them (e.g., baptismal services, Christmas traditions, vacations, 16th birthday, first date, first hair cut, first day at school, first move, new sibling). Write a narrative of the event and share it with the class.

## LEARNING AND COGNITIVE PROCESSES

BASIC SKILLS

4.01 Define learning.

4.02 Describe two basic theories of learning (classical and operant conditioning).

4.03 Define memory (long term and short term).

4.04 List procedures for facilitating the effectiveness of learning and remembering (transfer, meaning fullness, etc.).

4.05 List reasons for forgetting.

4.06 Identify thinking (uncritical, creative, imagining and problem solving).

4.07 Define intelligence.

4.08 List the major theories of intelligence.

4.09 Describe genetic and environmental influences on intelligence.

4.10 List levels of intelligence (e.g., gifted, mental retardation).

4.11 Identify the methods of measuring intelligence.

4.12 Define creativity.

### DEVELOPMENTAL SKILLS

4.25 Outline the basic principles of classical conditioning (stimulus response, extinction, spontaneous recovery).

4.26 Outline the basic principals of operant conditioning.

4.27 List the advantages and disadvantages of classical and operant conditioning.

4.28 Compare and contrast major theories of intelligence (e.g., Guilford, Spearman, Bloom).

4.29 Assess the validity of the controversies pertaining to the determinants of intelligence (race, gender, age, family size, heredity, environment).

4.30 Differentiate among different levels of intelligence (mildly retarded, moderately retarded, gifted).

4.31 Distinguish among major tests that measure human abilities (e.g., Stanford Binet, Wechsler series, creativity test).

4.32 Analyze the relationship between creativity and intelligence.

### STRATEGIES

4.75 Read B. F. Skinner's Walden Pond or Beyond Freedomm and Dignity.

4.76 Establish a token economy using the principles of operant conditioning.

4.77 Proview examination copies of tests. Evaluate the purpose and use of the various tests.

4.78 Read the biography of a gifted individual.

4.79 Evaluate social reactions to the placement of the retarded in our society.

4.80 With the assistance of the media specialist, research the latest theories in cognitive development. Psychology Today is a good reference.

## MOTIVATION AND EMOTION

### BASIC SKILLS

5.01 Define the concept of motivation.

5.02 Define the concept of emotion.

5.03 Describe interpersonal attractiveness.

### DEVELOPMENTAL SKILLS

5.25 Describe the drive theory of motivation.

5.26 Describe the incentive theory of motivation.

5.27 Outline Maslow's hierarchy of needs.

5.28 Describe the biological motives of hunger, thirst and sex.

5.29 Describe the social motives of achievement and affiliation.

5.30 Describe the physiological characteristics of emotions.

5.31 Outline the development and classification of emotions.

5.32 Describe the James-Lange and Cannon-Bond theories of emotion.

5.33 Describe the Schachter-Singer arousal-cognition theory of emotion.

5.34 Outline various approaches to love.

5.35 Outline three major theories of aggression.

### STRATEGIES

5.75 Research the genetic approach to motivation.

5.76 Review latest research on motivation.

5.77 Evaluate the theories of emotion.

5.78 Gather information on the latest information on aggression.

5.79 Role-play Maslow's hierarchy of needs.

## PERSONALITY ADJUSTMENT AND CONFLICT

### BASIC SKILLS

6.01 Define anxiety, frustration, stress and conflict.

6.02 Identify three types of conflict.

6.03 Define defense mechanisms.

6.04 Describe the sources and reactions to stress.

6.05 List the ways of coping with stress.

6.06 Define personality.

6.07 Describe the major theories to personality (psychoanalytic, trait, humanistic, behavioral, cognitive).

6.08 Describe the methods of measuring personality (projective, objective).

### DEVELOPMENTAL SKILLS

6.25 Analyze the positive and negative impact of anxiety, frustration, stress and conflict on behavior.

6.26 List and describe kinds of defense mechanisms.

6.27 Compare and contrast the major defense mechanisms in personality adjustment.

6.28 Plan a time management schedule for eliminating stress.

6.29 Compare and contrast theories of leading personality theorists (e.g., Freud, Erikson, Rogers).

## STRATEGIES

6.75 Evaluate individual stress levels utilizing various stress scales (e.g., Holmes, Rahe).

6.76 Evaluate the consequences of stress (e.g., suicide, illness, dependencies).

6.77 Research and report on mental health agencies in ones community.

6.78 Design a scenario where individuals role play coping strategies.

6.79 Write a research paper on one of the major theorists.

## PSYCHOLOGICAL DISORDERS

### BASIC SKILLS

7.01 Define abnormal behavior.

7.02 List anxiety disorders.

7.03 List affective disorders.

7.04 Define psychosis.

7.05 List psychotic disorders.

7.06 List other psychological disorders (e.g., organic, antisocial, personality disorders).

7.07 List therapeutic models (e.g., medical, behavioral, biological).

### DEVELOPMENTAL SKILLS

7.25 Discuss causes of psychological disorders.

7.26 Explain the differences in the levels of disorders.

7.27 Classify psychological disorders.

7.28 Describe therapeutic models (psychoanalytic, humanistic).

STRATEGIES

7.75 Debate the issue of normal versus abnormal behavior.

7.76 Evaluate the process of placing individuals into categories of mental illness.

7.77 Show videos that illuminate psychological disorders (e.g., Days of Wine and Roses, Three Faces of Eve, Sybil).

7.78 Read and report on famous personalities who have experienced some type of psychological disorder.

7.79 Debate the position: Psychosurgery should be used as punishment for criminals in prison.

7.80 Conduct a survey of available mental health facilities and report to class.

## SELF AND SOCIAL INFLUENCES/SOCIAL BEHAVIOR

BASIC SKILLS

8.01 Define social psychology.

8.02 List the major social influences on behavior.

8.03 Name the three elements of social influence (attitudes, beliefs, action).

DEVELOPMENTAL SKILLS

8.25 Outline how attitudes are formed.

8.26 Outline the theory of cognitive dissonance.

STRATEGIES

8.75 Research the findings of Leon Festinger, Solomon Asch and Stanley Milgram.

8.76 Choose groups from within the environment that influence behavior and give reasons why.

**SOCIOLOGY** Recommended for grades 11-12

## INTRODUCTION

Sociology is defined as the scientific study of society and the social activity of human beings. As an academic discipline, sociology is continually adding to a body of knowledge about how human beings think and act as social creatures. Sociologists derive this knowledge from research conducted according to a variety of procedures.

Many students enter the first course in sociology with a vague understanding of what sociology is -- the complicated study of the obvious. The format of this course is designed to convince the student that the scientific study of society is actually quite different from what most would claim to be the "obvious" facts of social life.

The study of sociology should be approached with objectivity due to the controversial nature of some topics. This guide may be used to teach a one semester course or a full year course. Sociology is not one of the courses that the Standards for Accreditation of Arkansas Public Schools (1984) require be taught at least once every other year. It is, however, a very popular elective and is taught in many schools across our state. Therefore, this guide has been developed to add some consistency to the course statewide. Schools no longer need to submit their own guides for sociology. And, districts who have, in the past, gained approval for locally written guides should correlate what they are presently using to this state guide. There is a selection of books on the state approved textbook list should a school wish to purchase a text for use in this course.

## SOCIOLOGICAL PERSPECTIVE

### BASIC SKILLS

1.01 Define sociology.

1.02 Name the behavioral sciences.

1.03 List fields of sociology (e.g., criminology, demography).

1.04 Identify the differences between the "obvious" and the sociological perspective.

1.05 List examples of the social forces that affect our lives (e.g., peer pressure, family, environment, religion).

1.06 Define sociological imagination.

1.07 Define theory.

1.08 List the methods of sociological investigation.

1.09 List the steps in the scientific method used in sociology.

### DEVELOPMENTAL SKILLS

1.25 Summarize the basic method used by sociologists in research.

1.26 Discuss the differences between folk wisdom and sociological research.

1.27 Evaluate the role sociological evidence plays in social reform.

### STRATEGIES

1.75 Compare and contrast the social and natural sciences.

1.76 Formulate a research project utilizing the scientific method.

1.77 Collect information from current sources and identify the sociological methods used. Question the validity of the results.

1.78 Conclude how sociology may help one function in society.

## CULTURE

### BASIC SKILLS

2.01 Define culture.

2.02 List the components of culture (e.g., values, norms, symbols).

2.03 Define norms, mores, folkways.

2.04 Describe differences between counter-culture and sub-cultural.

2.05 Describe the difference between ethnocentrism and cultural relativity.

DEVELOPMENTAL SKILLS

2.25 Compare and contrast material and non-material culture.

2.26 Identify the components of culture.

2.27 Identify sub-cultural groups in your community and categorize them.

STRATEGIES

2.75 Study a culture unlike one's own (e.g., the Yanomano) and identify the cultural traits.

2.76 Select two cultures (e.g., Austrailian and Yanomano) and compare and contrast one's own.

2.77 Interview a foreign exchange student or someone who has grown up in another country.

2.78 Read articles or segments of books dealing with the study of culture. Ashley Montagu and Margaret Mead are examples of authors.

## SOCIALIZATION

BASIC SKILLS

3.01 Identify the process of socialization.

3.02 List reasons for the necessity of socialization.

3.03 List purposes of socialization.

3.04 List the agents of socialization.

3.05 Name major theories of socialization (refer to Freud, Cooley, Mead, etc.).

3.06 Define resocialization, extreme socialization and lack of socialization (feral).

3.07 Identify the following: puberty, rites of passage, idealism and peer group.

DEVELOPMENTAL SKILLS

3.25 Compare and contrast the major sociological, behavioral, physcoanalytical theories of socialization.

3.26 Determine the influences which shape human infants into human beings.

3.27 Summarize the major steps in the socialization of human beings.

3.28 Identify ways in which the process of socialization is both helped and hindered by the agents of socialization.

STRATEGIES

3.77 Research prenatal environment on the fetus.

3.78 Investigate child rearing practices in two cultures other than one's own and compare (e.g., the kibbutz).

## SOCIAL STRUCTURE AND INTERACTION

BASIC SKILLS

4.01 Identify social structure.

4.02 Identify the followng: status, achieved status, ascribed status.

4.03 Identify social interaction.

4.04 Identify role and position.

DEVELOPMENTAL SKILLS

4.25 Discuss the characteristics of social structure.

4.26 Compare achieved and ascribed status.

4.27 Discuss ways social interaction occurs.

4.28 Identify the different roles one plays in life.

STRATEGIES

4.75 Compile a list of people in the news and identify whether their role is achieved or ascribed status.

4.76 Make a chart showing people that you interact with socially during a one week period.

## GROUPS

BASIC SKILLS

5.01 Define the concept of group.

5.02 List the types of groups to which man belongs.

5.03 Define group interaction.

5.04 List the three types of group interaction.

5.05 Identify a formal group.

5.06 Define bureaucracy.

## DEVELOPMENTAL SKILLS

5.25 Distinguish between conflict, competition and cooperation.

5.26 Compare and contrast in-group and out-group.

5.27 Distinguish between primary and secondary groups.

5.28 Discuss the characteristics, advantages and disadvantages of a bureaucracy.

## STRATEGIES

5.75 Compile a list of twenty-five groups in the community and identify as to the type of interaction within the group.

5.76 Research self-help organizations in the community and report to the class.

5.77 Draw a sociogram indicating groups to which one belongs; identifying primary and secondary groups.

5.78 Construct a flow chart of the bureaucracy that depicts the school system.

5.79 Select a representative speaker from a self-help group. Invite them to talk with the class.

# SOCIAL STRATIFICATION

## BASIC SKILLS

6.01 Define Stratification.

6.02 Identify class and caste.

6.03 List the determinants of stratification (e.g., education, occupation, wealth).

6.04 Define social mobility.

6.05 Identify deferred gratification.

## DEVELOPMENTAL SKILLS

6.25 Distinguish between and open and closed society.

6.26 Classify the American society system (e.g., Warner, objective method).

6.27 List the types of social mobility.

6.28 Summarize the factors and processes relating to social mobility in the United States.

## STRATEGIES

6.75 Compare and contrast two social systems (e.g., Apartheid in South Africa and the "classless" society in the Soviet Union). Conclude how they are alike and different.

6.76 Debate: Resolved: An open class society is superior to a classless system.

6.77 Write an essay on the topic: Any one can move up in the American society.

6.78 Debate: The issue of race in the United States is one of class rather than of race.

## RACIAL AND ETHNIC GROUPS

### BASIC SKILLS

7.01 Define race and ethnicity.

7.02 Define minority and dominant groups.

7.03 Define prejudice, discrimination, and reverse discrimination.

7.04 List the patterns of rejections by the majority groups of the minority.

7.05 List the ways in which minority groups have reacted to dominant majority control.

7.06 List the cooperative patterns engaged in by both minority and dominant groups.

### DEVELOPMENTAL SKILLS

7.25 Identify various racial and ethnic groups in the Unitec States.

7.26 Compare and contrast the patterns of interaction between minorities and dominant groups.

7.27 Discuss four patterns of prejudice and discrimination.

STRATEGIES

7.75 Classify the people of the world into three major racial groups.

7.76 List the ways in which women who make up 51 percent of the population could be described as a minority group.

7.77 Debate the pros and cons of the melting pot theory versus the idea of cultural pluralism concept.

7.78 Research the leadership of the separatist and/or integrationist movement in the sixties (e.g., Stokley Carmichael).

7.79 Debate: Affirmative Action-Problem or Solution.

7.80 Read and analyze the Bakke case.

7.81 Research the plight of the Native American.

## INSTITUTIONS

BASIC SKILLS

8.01 List the five social institutions (family, education, economic, government, religion).

8.02 Identify latent and manifest functions.

8.03 List the major manifest functions of institutions.

8.04 List the latent function of each institution.

8.05 List the major concepts applicable to each institution.

DEVELOPMENTAL SKILLS

8.25 Discuss the role, process and function of each of the major institutions in American society.

8.26 Discuss the causes and effects of issues, problems, solutions, and changes inherent in each of the five major institutions.

8.27 Determine the interdependence and the social control aspects of the five major institutions.

### STRATEGIES

8.75 Research alternative family forms and write a report.

8.76 Select one or two problems from each of the five major institutions and draw conclusions as to the origins of each problem.

8.77 Invite a speaker from community to speak on a specific role in one of the institutions.

8.78 Choose a television program that attempts to portray American family life. Analyze for patterns, roles, functions, and relationships. Draw conclusions whether the program reflects the true American family.

8.80 Contrast and compare the image of the family as presented on television (e.g., The Cosby Show, Leave It To Beaver, Little House on the Prairie).

## SOCIAL PROBLEMS

### BASIC SKILLS

9.01 Define social problem.

9.02 List major social problems in the American society today.

9.03 Recognize social change.

9.04 Recognize social movement.

### DEVELOPMENTAL SKILLS

9.25 Discuss the criteria that makes a condition a social problem.

9.26 Examine the causes, effects and suggest possible solutions to major social problems in American.

### STRATEGIES

9.75 Research and write a report on a social must problem identifying the social movement organized to address the problem.

9.76 Debate the issue whether social change create social problems.

9.77 Choose one major social problem in America, suggest solutions and defend recommendations.

9.78 Discuss how social change results from solutions to social problems.

9.79 Invite resource people form the community to discuss their role in social change.

9.80 Write a play, poem, song, etc., about a social problem and present it to the class.

**WORLD CULTURES** Recommended for grades 9-10

## INTRODUCTION

A world cultures course should provide in-depth analysis of selected cultures from around the world. Teachers should avoid approaching a world cultures course as a history, geography or "area studies" course, although some elements from each of these areas will be included in a world cultures study. It is important that the teacher develop content which focuses on the universal (speech, material traits, art, mythology, family system, etc.). Instructors may wish to consult cultural anthropology or sociology books to familiarize themselves with the concepts and basic terminology necessary for the understanding of this course. As addressed in the skills, the concept of social institutions -- family, government, economics, education and religion, as well as other universals of culture -- should be used to examine a number of diverse societies.

The approach suggested by the objectives in this guide is more sociological than historical, so teachers with strong backgrounds in sociology, anthropology or cultural geography will be more comfortable with this course than historically-oriented instructors.

As stated in the Standards for Accreditation of Arkansas Public Schools (1984), schools may offer world history or world cultures [one, or the other, must be offered] at least once every other year. Districts may choose to offer both during a given year. In revising this guide, teachers were most concerned that it be written so that more districts would elect to teach this course at least on alternate years. With the curriculum of the high school, there should be a delineation of content among the world geography, world history, global studies and world cultures courses. The same cultural region, or country, might be taught in each course; but, the approach changes depending upon the course. For example, the Middle East might be a common focus, but be addressed through different avenues depending upon the course. In the world cultures course, the emphasis should be on the various cultures (e.g., Jews, Moslems, Bedouin) and how each satisfies its basic needs, organizes it institutions, celebrates holidays, adapts to the terrain and climate and expresses itself through architecture and literature.

## SOCIETY AND CULTURE

### BASIC SKILLS

1.01 Define society and culture and distinguish between the two (society: self-perpetuating social structure that is relatively self-sufficient, endures beyond lifetimes of its members and occupies a social specific territory; culture: attitudes, beliefs, knowledge and ways of behaving shared by the people of a society).

1.02 Explain how culture influences the way a group meets its basic needs for food, clothing and shelter.

1.03 Define: artifacts, cultural diversity, cultural pluralism, cultural universals, ethnic group, ethnocentrism, material culture, race, socialization stratification, cultural hegemony, cultural relativism, culture shock, discrimination, dysfunction, prejudice, enculturation, acculturation.

### DEVELOPMENTAL SKILLS

1.25 Discuss the nine fundamental needs of societies: (care and rearing of children; assignment of status; food, shelter and clothing; regulation and protection of property; maintenance of order; world view; esthetic expression; communication; and possibly, defense and aggression).

1.26 Compare the material components of a number of cultures (e.g., food, clothing, shelter, tools, machines, works of art, technology) and discuss what these components reveal about the cultures which produce them.

1.27 Compare culture universals from a number of societies (tangibles e.g., wealth, communication, music and intangibles e.g., love, beauty, afterlife).

1.28 Explain why the components of material culture vary from culture to culture.

### STRATEGIES

1.75 Compare, on a chart ways, traditional and modern societies (and rural and urban societies) meet the nine fundamental needs. Give specific examples in the comparisons.

1.76 Visually compare the ways a number of eastern and western societies meet one or more of their peoples' fundamental needs, and draw conclusions about any pattern which might develop among the comparisons.

## GEOGRAPHY

### BASIC SKILLS

2.01 Identify, and locate on a world map, all of the various countries, continents and cultural regions including, but not limited to, China, Southeast Asia, Australia, Indian subcontinent, Middle East, U.S.S.R., Europe, Africa, North America, Central America and South America.

2.02 Explain how land and climate influence the things people make and do (e.g., in food, clothing, shelter, transportation, occupations, religion, customs, education, recreation, the arts).

### DEVELOPMENTAL SKILLS

2.25 Explain how people modify or adapt to their respective natural settings in ways that reflect their cultural values, economic and political circumstances and technological abilities.

2.26 Analyze the extent to which a nation's lack of clearly defined natural boundaries influences its culture and its history.

### STRATEGIES

2.75 After viewing filmstrips, photos or videos, compare the modifications and adaptations different cultures have made in their natural environments, and analyze the cultural values, economic and political circumstances and/or the technological abilities these changes and adaptations reveal.

2.76 Identify and list nations whose political boundaries cut across and, therefore, divide cultural regions. Display these in an organized fashion. From newspapers or periodicals, collect accounts of the conflicts that result from the complex problems faced by nations and cultural groups.

## INSTITUTIONS

### BASIC SKILLS

3.01 Identify the five major institutions common to most societies (family, governmental, economics, educational, and religious or world view) and recognize the general purpose of these institutions.

### DEVELOPMENTAL SKILLS

3.25 Explain how a society's major institutions meet the nine fundamental needs of a society.

3.26 Discuss variations in institutions among societies.

3.27 Determine the familial, political, economic, educational and religious stratifications within a society (e.g., Who holds the power in each institution and in society as a whole?).

### STRATEGIES

3.75 Write an essay from either a pro or con perspective, as to whether a society can function without one or more of the five major institutions.

3.76 Explain and give examples of institutional dysfunction and its results (e.g., The Czarist government was too slow to respond to its citizens needs; it was overthrown. The Iranian Shah's government brought too much social change too quickly; it, too, was overthrown). Enlist the assistance of the media specialist to research this topic.

## FAMILY

### BASIC SKILLS

4.01 Define the family (a socially defined set of relationships between at least two people who are related by birth, marriage or adoption) and identify the functions the family fulfills in society (reproduction, physical care, psychological care, education, recreation, economic well-being, social status).

4.02 Identify the varieties of family structures (nuclear; extended, including clans and other kinship system; and alternative forms such as single parenthood, cohabitation and communes) and give examples of each.

4.03 Identify the different forms of marriage (monogamy, serial monogamy, polygamy, etc.) and cite examples of cultures in which these forms are prevalent.

4.04 Identify personal choice and marriage arrangement as the two principal types of mate selection and cite examples of cultures which practice each.

DEVELOPMENTAL SKILLS

4.25 Examine the varieties of ways in which families fulfill their functions in different societies.

4.26 Compare the family structures of different cultures and consider the conditions within a particular culture which support one type of family structure over another.

4.27 Relate a particular marriage form to a specific culture and discuss the cultural characteristics which support that form of marriage over another.

4.28 Discuss the characteristics of culture which support arranged marriages and discourage love matches.

STRATEGIES

4.75 Investigate trends in family life characteristic of different regions (marriage age, divorce rates, family sizes, male and female roles, etc.) and identify forces which might be shaping these trends.

4.76 Analyze the effects of urbanization on structures and functions of the family.

4.77 Analyze conditions which have made serial monogamy (marriage-divorce-marriage) more common in our culture today than it was 50 years ago. Support this by surveying student population to discover how many of their parents have been divorced as compared to the number of their grandparents who were.

4.78 Explain the connection between social class and type of mate selection in western cultures (e.g., historically upper classes are more likely than lower to marry by arrangement) and determine if social class and mate selection are similarly linked in eastern cultures. Write in story form an example of each.

## GOVERNMENT

### BASIC SKILLS

5.01 Recognize that government, in its broadest sense, operates as a form of social control and exists independently of any sort of institutional political structure.

5.02 Recognize that the term government, as we ordinarily use it, refers to the institutionalized political structure.

5.03 Identify the primary functions of any government (maintaining internal order and external security; ensuring justice; safeguarding social freedoms; regulating other institutions and groups; promoting the general welfare).

### DEVELOPMENTAL SKILLS

5.25 Explain how the family, school, peer group and organized religion aid the government in social control.

5.26 Explain, for any society studied, how the government fulfills its primary functions.

5.27 Compare concepts and systems of justice among societies.

### STRATEGIES

5.75 Compare the ways governments use the family, school, peer group and organized religion for social control. Chart the data.

5.76 Create an ideal government, addressing each of a government's primary functions; justify the choices that are made.

## ECONOMIC SYSTEMS

### BASIC SKILLS

6.01 Recognize an economic system as the particular way a society organizes itself to produce goods and services in order to satisfy human wants and needs.

6.02 List the three major economic systems and their characteristics (traditional: people generally repeat the decisions made at an earlier time or by an earlier generation; command: decisions are made largely by a central authority; market economy: basic economic questions are answered by forces of supply and demand).

6.03 Recognize that economics can be a source of conflict within and among societies (e.g., over who makes economic decisions: capitalists vs. communists; over what to produce: guns vs. butter; over distribution of goods; upper class vs. lower or First World vs. Third World). Identify and discuss examples of economically-based conflicts.

6.04 Define: division of labor, mediums of exchange, standard of living, Industrial Revolution, technology.

### DEVELOPMENTAL SKILLS

6.25 Classify societies by their primary mode of subsistence (e.g., hunting-gathering, pastoral, horticultural, agrarian, industrial or post-industrial).

6.26 Discuss the roles other major institutions (family, governmental, educational) play in an economy.

6.27 Explain how the values of a culture influence the economic system of the culture.

6.28 Compare the per capita income of different cultures and of different classes within cultures. Explain how poverty is defined in each culture.

### STRATEGIES

6.75 Discuss some of the important ways in which economic factors have influenced human culture (e.g., people's problems in adjusting to their physical environment are largely economic; technological process is largely motivated by people's attempts to improve their economic situation; economic factors play an important role in shaping the mores and institutions of every society).

6.76 Examine the distribution of wealth within a society and analyze the cultural values which support such a distribution.

6.77 Examine the distribution of wealth within a society and analyze the cultural values which support such a distribution.

## EDUCATION

### BASIC SKILLS

7.01 Explain the primary purpose of education (to transmit to each new generation the knowledge, ideals and way of life of the group).

7.02 Recognize that education operates as a principal means of social control because it teaches people to behave according to socially-approved patterns.

7.03 Distinguish between formal and informal education, giving examples of each (formal education generally occurs in groups organized for the purpose; informal education occurs mainly in day-to-day contact with the family and community).

7.04 Explain why different cultures have different types of educational systems (different cultures educate for different purposes: e.g., highly-structured educational systems train students to fit into highly-structured societies).

### DEVELOPMENTAL SKILLS

7.25 Discuss some of the possible secondary functions of formal education (keeping youth occupied; keeping youth out of the labor market; instrument of social change; preparation for citizenship; etc.).

7.26 Discuss the relative effectiveness of formal education (schools, colleges, etc.) versus informal education (family, peers, experience, media, etc.).

7.27 Determine how education is valued in a culture (e.g., compare the value the culture places on education for men and for women).

7.28 Investigate the educational system of a particular culture and explain how that system supports the culture better than an alternative educational system might.

STRATEGIES

7.75 Contrast the differences between educating for citizenship and indoctrinating for citizenship, supporting the differences with examples from a variety of educational systems. With the assistance of the media specialist, gather information from contemporary journals.

7.76 List ways mass media, peer groups and other types of informal education generally support or generally contradict the aims of formal education. If they contradict, propose measures formal education might take to counteract these contrary influences. Write a position paper defending one perspective over another.

7.77 Chart and compare educational systems and their functions in cultures in which education is primarily; (1) family-controlled; (2) community-controlled; (3) government-controlled.

## WORLD VIEWS

### BASIC SKILLS

8.01 Define world view (a culture's explanations of man, the universe and the meaning of life).

8.02 Recognize that the world view held by a culture (e.g., Hinduism in India and Buddhism in southeast Asia; Roman Catholicism in Spain) influences its economic, political and social institutions as well as its arts, language and literature.

8.03 Describe the functions of religion or a world view (to integrate and stabilize society by providing meaning and comfort in life, by establishing norms of behavior and by strengthening social bonds among the believers).

8.04 Recognize that religion sometimes creates conflict among those who believe differently. Identify and discuss both current and historical examples of conflicts between religious groups.

8.05 Identify and characterize Christianity, Islam, Hinduism, Buddhism and Judaism.

8.06 Define: sacred, profane, secular, symbol, ritual, church, mosque, mythology, theism, monotheism, polytheism, witchcraft, theology, taboo.

DEVELOPMENTAL SKILLS

8.25 Distinguish among cultural values, philosophy and theology.

8.26 Discuss the impact of a culture's predominant world view on its political, economic and social institutions.

8.27 Investigate the influence of a culture's predominant world view on its arts, language and literature.

8.28 Explain how Christianity, Islam, Hinduism, Buddhism, and Judaism each fulfills the main functions of a world view.

8.29 Explain how the world view held by a culture influences current events (e.g., Islam and Judaism in the Middle East; Roman Catholicism in Latin America; Roman Catholicism in Poland).

8.30 Reconcile the peaceful goals of most religions with the fact that many wars have been fought in the name of religion.

STRATEGIES

8.75 Explore a particular world view in the context of a single country, investigating its beginnings, historical development, sacred writings, beliefs, practices and values, or its impact on history, culture, contemporary issues and the arts. Report findings to class.

8.76 Analyze a piece of literature or a work of art for the values it reveals in the culture which produced it.

8.77 Create a piece of literature or artwork which might reveal to future generations something of our culture's values and traditions.

8.78 Consider why all cultures have a religious, or folklore, "point of origin," as in the Navaho earth mother, the Aztec sun god and the Judeao-Christian account. Prepare a bulletin board depicting religions, or folklore, of various cultures.

9.77 Identify and chart factors within the local community which either promote change or resist it. Interview community leaders and individuals of different ages to discuss the nature of the changes and how the community coped with them.

## COMMUNICATION

### BASIC SKILLS

10.01 Identify the five most widely spoken languages in the world (Mandarin Chinese, English, Spanish, Russian, Hindi).

10.02 Identify and discuss forms of personal communication (Verbal: oral and written; non-verbal: facial expressions posture and stance, gestures, clothing and hair styles, interpersonal distance, touching).

10.03 Recognize that because people can communicate by means of language, the knowledge of a group can develop, accumulate and be handed down from generation to generation. In other words, language preserves culture.

10.04 Explain how sharing a common language strengthens a group. ( A common language generally indicates a shared culture and all that it embodies, including a common heritage and a common world view. This promotes a feeling of belonging, and of "we" rather than "they".)

10.05 Define: expressive culture, idiom, slang, jargon, propaganda, mass media.

### DEVELOPMENTAL SKILLS

10.25 Determine geographical origins of the five most widely spoken languages, locate them on a map and consider where and why each has become so widely spoken.

10.26 Discuss the impacts on culture which major changes in writing and printing technologies have had.

10.27 Explain why a multi-lingual society, or nation, is likely to have problems unifying its members or its citizens. Cite examples of multi-lingual countries and investigate the problems they have experienced (e.g., Switzerland, U.S.S.R., Canada).

## CULTURAL CHANGE

### BASIC SKILLS

9.01 Recognize that culture is not static; it grows and changes in response to both internal and external forces.

9.02 Identify and discuss factors which contribute to cultural change (e.g., cultural diffusion, technological development, trade and travel, wars, ideas and ideologies, planned group action, geography and climate).

9.03 Identify and discuss factors which create resistance to change (e.g., habit, valuing the status quo, vested interest in the status quo).

9.04 Define: cultural change, cultural borrowing, cultural diffusion, cultural lag.

### DEVELOPMENTAL SKILLS

9.25 Investigate some changes which have occurred within a culture in the last few years and determine, if possible, the factors contributing to those changes.

9.26 Identify and discuss historical developments which have produced major cultural changes (e.g., development of agriculture, invention of writing, invention of printing, rise of modern science, Industrial Revolution, development of rapid transportation and communication).

9.27 Consider the problems which occur in any culture which changes either too rapidly or too slowly. Use specific examples of problems and cultures in the discussion.

### STRATEGIES

9.75 Investigate some changes which have occurred within a culture in the last 25 years and list the progress and problems resulting from those changes.

9.76 Research and analyze in writing the cultural changes provoked by one or more of the following historical developments: development of agriculture, invention of writing, invention of printing, rise of modern science, Industrial Revolution or development of rapid transportation and communication.

10.28 Discuss the effects that mass media has on the major institutions (family, government, economics, education and world view) within a society.

10.29 Recognize that cultural borrowing and cultural diffusion often take place through language.

10.30 Discuss the effects that advances in communications systems have had on the rates of cultural borrowing and diffusion.

10.31 Explain why arts and literature take different forms in different cultures.

STRATEGIES

10.75 Support the argument that language, to some extent, shapes our perceptions of reality (e.g., Many people feel "sexist" language perpetuates social inequalities between men and women.)

10.76 Summarize the influence of communication upon a society by evaluating this quote: "I hear and I forget; I see and I remember."

10.77 Explain how any language embodies and propagates a world view and cite examples to illustrate this.

10.78 Imposing a language on another group is one form of cultural domination. Find historical and current examples of attempts to assert linguistic domination, and evaluate the success or failure of the dominant group in subverting the minority culture.

10.79 Discuss and compare words, phrases and styles of music used to promote patriotism in a variety of national anthems. Consult with the music teacher or media specialist to obtain recordings or words to anthems.

10.80 Read a folktale, fable or children's story from a particular culture and identify the values reflected in the plot or moral.

10.82 Read several proverbs, or sayings, from a culture and speculate about the values they might reflect.

10.83 Collect and display (from various media) examples that might explain that literature takes different forms in different cultures.

## INTRODUCTION

Geography, simply speaking, is the study of the earth and the ways people live and work on it. In reality, however, geography is multifaceted, encompassing not only knowledge of the physical characteristics of the planet Earth--such as topography and climate--but also the multiple relationships between people and their environment. Geography education covers a variety of content and skill areas, providing instruction in map and globe skills, knowledge of themes in physical and cultural geography and examinations of the interrelationships among various geographic and social factors like exploration, migration and demographic characteristics. In the Nation's Report Card, the National Assessment of Educational Progress (NAEP), many students correctly answered questions about the location of major countries, but did not seem to understand that maps can be used to derive all kinds of information about the world, rather than simply to find places. Students who complete this course should not have that deficiency.

Geography is taught as a part of the social studies classes in grades four through six and is the focus of social studies at grade seven. Therefore, the teacher preparing to teach this course should become familiar with what has been taught prior to this course. All schools are required to offer geography for a minimum of one semester at least once every other year. Local districts may choose to offer the course for a longer period of time and more often. Regardless of the length, when planning the course, teachers should expose students to a variety of cultures by planning units of study on many areas of the world.

This guide was developed in accordance with the guidelines established by the Joint Committee on Geography Education of the National Council for Geographic Education and the Association of American Geographers. In their report of 1984, five themes of geography were identified.

These themes represent a structure that is supported by professional geographers and teachers in the United States and other countries. They are:

LOCATION: Position on the Earth's Surface

PLACE: Physical and Human Characteristics

RELATIONSHIPS WITHIN PLACES: Humans and Environments

MOVEMENT: Humans Interacting on the Earth

REGIONS: How they form and change.

Geography In Grades 7-12: Themes, Key Ideas And Learning Opportunities presents a framework for developing courses of study for middle and secondary school social studies programs based on the Joint Committee on Geographic Education's report. It can be obtained for $6.00 from:

National Council for Geographic Education
Indiana University of Pennsylvania
Indiana, PA 15705.

The teachers who developed this guide recommend the following as strategies that should be incorporated into all units prepared for this course:

1) Develop systematic combinations and classifications of both descriptive and statistical data;

2) Prepare tables: include the title and the source of data and label the categories;

3) Prepare graphs (bar, line, pie); include the title and the source of data and label the categories;

4) Prepare maps using area and point data; include the title, scale, legend and orientation;

5) Prepare well constructed, interpretive oral and written reports to accompany maps, graphs and other geographical data;

6) Translate tabular and graphic information to verbal form (e.g., as in describing trends);

7) Interpret point, line and area spatial patterns of maps, and compare the spatial patterns to propose relationships.

## EARTH-SUN RELATIONSHIPS

### BASIC SKILLS

1.01 Identify the source of power of the earth's life-supporting environment (the sun).

1.02 Tell how day and night are functions of the earth's rotation on its axis and its relationship to the sun.

1.03 Describe how seasons are caused by rotation, revolution and the tilt of the earth on its axis.

1.04 Show how the Earth is divided into lines of longitude and latitude.

1.05 Define: spring equinox, fall equinox, summer solstice, winter solstice, equator, International Date Line, Prime Meridian, standard time zone, Tropic of Cancer, Tropic of Capricorn.

### DEVELOPMENTAL SKILLS

1.25 Classify the sun's effects on different life-supporting systems.

1.26 Explain the relationship between the time zones and degrees of longitude.

1.27 Explain the relationship between lines of latitude and climate.

### STRATEGIES

1.75 Chart the exact location (latitude and longitude) of selected places (cities, towns, geographic features) on any map or globe.

1.76 Demonstrate why the following statement is either true or false: A band of sunlight that strikes the Earth at a slant spreads heat over a greater distance than a band that strikes the Earth directly.

## LOCATION: POSITION ON THE EARTH'S SURFACE

### BASIC SKILLS

2.01 Name and locate major bodies of water and land masses.

2.02 Identify and locate places and features in many parts of the world (relative to regions studied).

2.03 Determine distance, direction and scale using symbols on a map.

2.04 Locate places using a system of mathematical coordinates in an arbitrary grid system (absolute location).

2.05 Describe locations in terms of relationships with other locations (relative location).

2.06 Recognize that location is a significant aspect of every activity, event, person, place and physical and cultural feature on earth.

### DEVELOPMENTAL SKILLS

2.25 Discuss how major bodies of water and land masses are interconnected by natural and man-made features.

2.26 Examine and distinguish among various map projections and discuss how map projections distort perceptions of relationships on the earth.

2.27 Explain how location influences activities and processes that occur in different places.

2.28 Explain how the significance and importance of locations change as cultures change their interactions with each other and with the physical environment.

2.29 Recognize that the knowledge of locations and their characteristics is a key factor in understanding human interdependence.

## STRATEGIES

2.75 Have students use a globe to locate the hemispheres, poles, the equator and the Prime Meridian.

2.76 Using a newspaper, have students make lists of places in the news and find them on a map. Give grid coordinates.

2.77 Create a country on a large piece of paper by giving it boundaries and physical features. Add a compass rose, scale of miles and a key. Students may be creative in endowing their country with natural resources, landmarks, climate, etc.

2.78 Compare rainfall patterns, temperature and population density of selected places (e.g., Little Rock, Arkansas, U.S.A., to Tokyo, Japan).

## PLACE: PHYSICAL AND HUMAN CHARACTERISTICS

### BASIC SKILLS

3.01 Recognize that places are distinctive in terms of their physical and human characteristics.

3.02 Identify physical features that distinguish one place from another (e.g., topography [land form], climate, soil, water and vegetation patterns).

3.03 Identify the man-made features that distinguish one place from another (e.g., cropland, mines, roads, bridges, buildings--both domestic and commercial).

3.04 Relate how human activities and culture create a variety of different and similar places (e.g., human occupance differs from the Ozark highland region to the delta land of Arkansas).

3.05 Explain how intensive human activities can dramatically alter the physical characteristics of places (e.g., beach erosion from wind and tides; deforestation due to lumbering; cultivation in the desert through irrigation).

3.06 Name ways that places can be damaged, destroyed or improved through natural processes or human actions (e.g., beach erosion from wind and tides; deforestation due to lumbering; cultivation in the desert through irrigation).

3.07 Define: climate, weather, seasonality, latitude belt, landform, physical, boundary, political boundary, population, population density, demography, topography, culture, region.

## DEVELOPMENTAL SKILLS

3.25 Explain how a place can be defined by physical or man-made features or by a combination of the two.

3.26 Describe and interpret complex physical processes that produce the geological, geographical and other natural features of places.

3.27 Understand how different groups in society may view places differently (e.g., depending on life stage, gender, class, ethnicity, values or belief systems).

3.28 Give examples of how humans view a single place from many perspectives (e.g., as a cultural center, source of an important resource, political trouble spot or origin point of a desired product).

3.29 Analyze why improving ease of movement helps to determine the best location for each human activity.

## STRATEGIES

3.75 Invite a geographer to speak on Arkansas' six natural divisions and how the characteristics of each influenced settlement and economic development in that area.

3.76 Research the history of your community through written narratives and interviews of citizens to discover how the community was created, how and why it was named and what stories (e.g., legends, natural disasters) define its past.

3.77 Create a visual display of places that have been damaged, destroyed or improved through natural processes, or human actions (e.g., erosions, natural disasters, deforestation).

3.78 Interview a surveyor about how his/her job relates to decisions concerning human alterations to the land.

## RELATIONSHIPS WITHIN PLACES: HUMANS AND ENVIRONMENTS

### BASIC SKILLS

4.01 Name ways people use natural environments to meet basic human needs (e.g., refer to diversity in Arkansas).

4.02 Recognize that human changes to natural settings are based on cultural appraisals and occupance.

4.03 Describe how the human ability to modify physical environments and create cultural landscapes has increased in scope and intensity through the use of technology.

4.04 Describe how human alterations of physical environments have had positive and negative consequences.

4.05 Identify nations that are classified as developed or developing.

4.06 Define: environment, technology, natural resources, renewable and non-renewable resources, culture, social institutions, perception, community, rural urban, suburban.

### DEVELOPMENTAL SKILLS

4.25 Describe several ways in which people inhabit, modify and adapt culturally to different physical environments.

4.26 Recognize that each culture group sees different possibilities and constraints in physical environments.

4.27 Discuss how resources are defined in relation to time, place, need and culture.

4.28 Explain why humans often attempt to control the quality of the natural environment and to mitigate the effects of hazardous natural events such as drought, floods, earthquakes and hurricanes.

4.29 Compare the characteristics of nations that are classified as developed and developing.

## STRATEGIES

4.75 Analyze the impact latitude has upon people and their activities by looking at their clothing, homes, occupations and recreational activities.

4.76 Research and report on the influences that natural land features have on settlement patterns and subsequent economic development.

4.77 Create a visual display illustrating how humans have changed landforms (e.g., deforestation, dams) and predict the consequences of those changes.

4.78 On a chart, classify countries as developed or developing.

4.79 Assign groups of students the task of listing global problems (e.g., deforestation, desertification, pollution) and have the class propose solutions.

4.80 Examine relationships between personal and national choices and the consequence of these choices for people in other regions.

4.81 Assign groups of students different forested areas of the world to study (e.g., Brazil, Costa Rica, U.S.S.R., Germany). Have others choose a role to play in the world market (e.g., forester, cattleman, naturalist). Have them prepare position papers on the use of forest lands from their point of view and have other students decide how they will allow their forested area used.

## MOVEMENT: HUMAN INTERACTION ON THE EARTH

### BASIC SKILLS

5.01 Describe ways in which people move themselves, their products and their ideas across the earth.

5.02 Recognize that movements reflect global patterns between people in distant and nearby places.

5.03 Recognize that few places are self-sufficient and therefore extensive human networks of transport and communications link places together.

5.04 Recognize that movements are concentrated in some areas and sparse in other areas, thereby creating patterns of centers, pathways and hinterlands.

5.05 Describe how changes in transportation and communications technology have increased the speed and frequency with which people, goods and ideas move from place to place.

5.06 Discuss how movement can be planned and organized to save energy, reduce travel time and conserve resources.

### DEVELOPMENTAL SKILLS

5.25 Determine why human activities require or result in movement.

5.26 Explain why, and in what way, movement contributes to cultural interdependence.

5.27 Explain how movement facilitates cultural diffusion.

5.28 Determine why movements are concentrated in some areas and sparse in other areas.

5.29 Analyze why improving ease of movement helps to determine the best location for each human activity (e.g., airports, railroad, highways).

5.30 Discuss reasons for population density (or the lack of) in Arkansas.

### STRATEGIES

5.75 Map trade routes, particularly those connecting developed and developing nations. Draw conclusions.

5.76 Map the import and export trade between Arkansas and the world. Evaluate the impact on Arkansas' economy.

5.77 Chart the movements of the students' family for a day and classify each activity as to purpose (economic, educational, leisure, etc.). Graph the results and discuss.

5.78 Map ways in which population density varies in relation to resources, urban and rural places and agricultural land use.

5.79 Choose three (3) time periods in history and have students describe the communication and transportation that existed in each time period. List the new technologies that contributed to the advancement in communication and transportation in each period.

## REGIONS: **HOW THEY FORM AND CHANGE**

### BASIC SKILLS

6.01 Recognize that regions are basic units of geographic study.

6.02 Recognize that region is a conceptual tool to help make general statements about a complex reality.

6.03 Describe how regions vary in scale from very small to very large.

6.04 Recognize that regions are subdivided into working units (e.g., Europe, Eastern, Western, Mediterranean and Northern).

6.05 Explain how regions may be defined by physical or cultural features or by a combination of both.

6.06 Identify physical elements which characterize a region (e.g., climate, soil, water and vegetation).

6.07 Identify cultural elements which might characterize a region (e.g., language, religion, political systems, economic activities).

DEVELOPMENTAL SKILLS

6.25 Describe how the concept of regions relates local places in a system of interactions and connections.

6.26 Interpret maps and charts to gain information and to draw conclusions about regions of the world (e.g., concerning uneven global distribution of resources, regional illiteracy rates, or birth and death rates).

6.27 Identify regions on the basis of physical elements.

6.28 Identify regions on the basis of movement and concentrations of different cultural groups.

STRATEGIES

6.75 Make charts classifying world regions on the basis of industrial development, religions, agriculture, etc.

6.76 Divide several large regions (e.g., U.S.S.R., Africa) into smaller regions based on race, language, nationality, religion or some other cultural characteristic.

6.77 With the assistance of the media specialist, research a region on the basis of information about its climate, soil, water, vegetation and its current level of human technology. Predict its growth potential.

6.78 Divide the students into groups and have them investigate basic aspects of specific culture regions (e.g., food, clothing, music, art) and then present their findings to the class in unique ways.

6.79 Draw randomly from a list of physical regions on the Earth (e.g., grasslands deserts, rainforests, mountains). Tell students they have been dropped into that area. In groups, students will research and report back to the class on how they would survive in that area.

**WORLD HISTORY** Recommended for grades 10-12

## INTRODUCTION

World history is the study of the events and forces which have shaped human life since the beginning of recorded time. The events and forces studied are, more often than not, political or economic in nature; the approach is generally chronological. However, attempts should be made to develop a sense of how sociology, geography and the arts and sciences have affected world civilizations.

In a world history course, non-western history must play as large a part in the subject as the story of Western civilization. Due to the vast scope of the content area, and because no two teachers emphasize the same events, no attempt has been made to outline, or otherwise specify, the content of what should be taught beyond the guidelines given. However, certain concepts can and should be emphasized throughout the course. These include: historical interpretation, cause and effect, a time perspective, a geographical perspective, and the human experience. (Concepts adapted from The Use of Social Studies Concepts in Curriculum Development [Harrisburg: Pennsylvania Department of Education, 1983 reprint], 19-21). Strategies are listed as examples of varied ways to prepare students to gain an understanding of the basic and developmental skills of these five major perspectives in world history and strategies are applicable to any civilization under study. Teachers are encouraged to repeat strategies as each civilization is studied.

As lessons are developed, the six vital themes of historical understanding should be considered. The six themes, as developed by the Bradley Commission on History in the Schools, are

Civilization, cultural diffusion and innovation;

Human interaction with the environment;

Values, beliefs, political ideas and institutions;

Conflict and cooperation;

Comparative history of major developments;

Patterns of social and political interaction.

They can be developed in a world history course by expanding upon the following:

1) The evolution and distinctive characteristics of major Asian, African and American pre-Columbian societies and cultures;

2) The connections among civilization from earliest times, and the gradual growth of global interaction among the world's peoples, speeded and altered by changing means of transport and communication;

3) Major landmarks in the human use of the environment from Paleolithic hunters to the latest technologies. The agricultural transformation at the beginning and the industrial transformation in recent centuries;

4) The origins, central ideas and influences of major religious and philosophical traditions, such as Buddhism, Islam, Confucianism, Christianity; and of major ideologies and revolutions such as the American, French, Russian and Chinese;

5) Close study of one or two selected non-European societies, to achieve the interest and power of the good story that narrative provides;

6) Study of at least one society that can no longer be simply defined as "Western" or "non-Western," such as in South and Central America;

7) Comparative history of selected themes, to demonstrate commonalities and differences not only between European and other societies, but among non-European societies;

8) Comparative study of the art, literature and thought of representative cultures and of the world's major civilizations;

9) Varying patterns of resistance to, or acceptance and adaptation of, industrialization and its accompany effects, in representative European and non-European societies;

10) The adaptation of both indigenous and foreign political ideas, and practices, in various societies;

11) The interplay of geography and local culture in the responses of major societies to outside forces of all kinds;

12) Selected instances of historical success and failure, of amelioration and exploitation, of peace and violence, of wisdom and error, of freedom and tyranny. In sum, a global perspective on a shared humanity and the common human condition.

## HISTORICAL INTERPRETATION

### BASIC SKILLS

1.01 Recognize that the history we study is not necessarily the story of what actually happened in the past, but rather someone's interpretation of what occurred.

### DEVELOPMENTAL SKILLS

1.25 Explain how interpretations of events will vary according to general emotional climate, prevailing politics, passage of time, attitudinal changes and interpreters' biases and analyze a historical account accordingly.

### STRATEGIES

1.75 Given a one sentence statement (e.g., The story of mankind is like the life of a tree.) write a paragraph interpreting the meaning of the statement.

1.76 Role play an archeologist in 6000 A.D. Develop a list of facts that can be determined by examining a given artifact (e.g., a coin from the U.S. or a foreign country, a piece of pottery, or a computer chip). Decide which items are facts, or assumptions, based on personal interpretations and points of reference.

1.77 Choose a particular historical event. Use at least three textbooks or books (with copyright dates ten years apart) and discuss the differences of the interpretation of the historical event.

## CAUSE AND EFFECT: multiple causation, continuity, change, challenge and response, leadership

### BASIC SKILLS

2.01 Determine the multiple causes of a given event.

2.02 Recognize that effects, in turn, become causes of future events.

2.03 Recognize that change has been a common characteristic of human societies, with the rate of change accelerating as societies modernize.

2.04 Cite examples of challenges (e.g., Francis Drake's plundering of Spanish ships, Commodore Perry's visit to Japan, Hitler's occupation of the Rhineland) and identify the responses they provoked; recognize that alternative responses might have altered the course of events.

DEVELOPMENTAL SKILLS

2.25 Explain the interrelationship among the multiple causes of a given event.

2.26 Relate a past event to modern times (e.g., because of the Papal Line of Demarcation of 1494, Brazil is the only South American country with a Portuguese heritage. Korea is divided due to events of war).

2.27 Identify dysfunctions which commonly arise in rapidly changing societies: consider reasons for their occurrence; and propose strategies for coping with the dysfunctions.

2.28 Explore alternative available responses to a given challenge and determine reasons a particular response was chosen and others were rejected.

2.29 Speculate whether a historically successful leader (e.g., Hatshepsut, Charlemagne, Mohammed, Menelik II of Ethiopia, Simon Bolivar, Indira Ghandi) would have been successful under a different set of conditions or at a different period of time.

STRATEGIES

2.75 Hypothesize how history might have been altered if one or more problems causing a given event had been resolved in advance.

2.76 Choose a past historical event in a particular country and note how that event has continued to shape that country. Share that information in some format (e.g., write a skit entitled "The more things change the more they remain the same," or read and discuss George Orwell's Animal Farm).

2.77 Predict changes which are likely to occur in Third World societies as they begin to industrialize and justify the predictions with examples from history.

2.78 Create a list of challenges from any historical period under study and evaluate how they were met.

2.79 Alter an event in a past leader's life and role play how the change might have affected history.

**TIME PERSPECTIVE:** chronology, rate of change, repetitiveness

### BASIC SKILLS

3.01 Arrange a series of events in chronological order, including a series of events B.C.; a series of events A.D.; and a series spanning B.C. and A.D.

3.02 Distinguish between revolutionary change and evolutionary change and cite examples of each.

3.03 Identify recurring cycles in history (e.g., war, prosperity, peace, recession) which might suggest that "history repeats itself."

### DEVELOPMENTAL SKILLS

3.25 Construct parallel time lines for two countries or cultures, and discuss the interdependence of the two cultures illustrated by the time lines.

3.26 Compare the effects of revolutionary change to those of evolutionary change.

3.27 Discuss the idea that "Those who do not remember the past are condemned to relive it." (George Santayana)

### STRATEGIES

3.75 Construct a time line noting thematic developments for each civilization as it is studied. Make a bulletin board, wall chart or display, of time lines and compare each as studied.

3.76 Compile a list of historical changes and determine whether they were evolutionary or revolutionary changes.

Examples:

A. Greek democratic principles
B. Religion (Judaism, Hinduism, Christianity, Buddhism, Islam, Taoism)
C. Drama
D. Transportation

3.77 Propose ways to break harmful or negative historical cycles.

3.78 Select music that represents revolutionary and evolutionary changes in a particular civilization.

## GEOGRAPHICAL PERSPECTIVE: location, humans and environment

### BASIC SKILLS

4.01 Identify and locate on a map; countries, continents and cultural regions including, but not limited to, China, Southeast Asia, Australia, Indian subcontinent, Middle East, U.S.S.R., Europe, Africa, North America, Central America, and South America; and identify the major physical and climatic characteristics of the countries or region under study.

4.02 Explain how geography, climate and natural resources influence daily life (e.g., in food, clothing, shelter, transportation, occupation or politics).

### DEVELOPMENTAL SKILLS

4.25 Analyze the extent to which a nation's lack of clearly defined natural boundaries influences its history (e.g., in Poland, Begium, Middle East nations).

4.26 Explain how people modify or adapt to natural settings in ways that reflect their cultural values, economic and political circumstances and technological abilities.

### STRATEGIES

4.75 Construct a map display which exhibits the boundaries, physical characteristics, or climatic characteristics of a given country or continent.

4.76 Compare a number of older and current maps of a specific country or region (e.g., Poland, Germany, Eastern Europe, African continent, Indochina) and draw a conclusion about changes in political boundaries over time.

4.77 Make a list of river valley civilizations that developed during a specific time frame. Compile a list of cities/towns in Arkansas that developed due to their proximity to the Arkansas River. Note the continued importance of rivers to cities and towns.

4.78 Discuss the modifications and adaptations made to environments and analyze the cultural values, economic and political circumstances and technological abilities these changes and adaptations reveal in each civilization as studied.

4.79 Conduct a scavenger hunt in the school environment. Locate items that were produced in other countries. Make a list of each item, it's country or origin, continent of origin and, if possible, the cultural region of each.

**HUMAN EXPERIENCE:** institutions, world views, nation state and nationalism, interdependence

BASIC SKILLS

5.01 Identify the five institutions common to all societies (government, economics, religion or world view, family education) and recognize that the structures of these institutions vary from society to society.

5.02 Recognize that the world view held by a culture (e.g., Hinduism and Buddhism in India, Roman Catholicism in Spain; communism in the U.S.S.R.) influences its economic, political and social institutions as well as its art, language and literature.

5.03 Recognize the characteristics of a nation-state (a permanent population, a fixed territory, a government and a capacity for international relations) and explain the problems faced by a nation-state when its citizens are of diverse ethnic, cultural or historical backgrounds and speak different languages (e.g., Switzerland, India, U.S.S.R. and Canada).

5.04 Recognize that all human groups are part of a world wide system, with the result that changes in any group or change caused by any group can have consequences throughout the world and for future generations* (e.g., Russian Revolution of 1917 had consequences not only for Russia but for the world, U.S. economic policies create high U.S. interest rates which attract both domestic and foreign investors and influence foreign economics).

DEVELOPMENTAL SKILLS

5.25 Compare the institutions of industrialized societies with those of non-industrialized societies.

5.26 Explain how the world view held by a culture influences current events (e.g., Islam in the Arab world; Judaism in Israel; Roman Catholicism in Latin America).

5.27 Analyze a piece of literature, or a work of art, for the values it reveals of the culture in which it was produced.

5.28 Explore the powerful role nationalism has played in international affairs since the later Middle Ages.

5.29 Discuss an event in the history of one country, or region, and identify changes the event created both within the country and without (e.g., The Aswan High Dam has improved agriculture in Upper Egypt. In its planning stages, however, it involved power politics between East and West and led to Egypt's seizure of the Suez Canal).

STRATEGIES

5.75 Trace the evolution of an institution in a particular society over a period of time (at least a century). Then choose one of the following tasks: (a) construct a time line; (b) write an essay on the evolution of the institution; (c) discuss the similarities to the evolution of other institutions; (d) make a list of positive and negative developments in the evolution of the institution.

5.76 Create a piece of literature or artwork which might reveal to future generations something of our culture's traditions.

5.77 Design a panel presentation showing the influence of international alliances, or organizations, have had on the development of nationalism in particular countries (e.g., Triple Entente, Triple Alliance, OPEC, EEC, OAS, NATO, Warsaw Pact, SEATO, etc.).

5.78 Arrange for a speaker who has ties to a foreign country to discuss how this systems are similar or different to our own. (Possible sources of resource speakers might include: youth exchange groups, educational cooperatives, private international organizations, university foreign students, teacher exchange participants.)

*J.R. Kinghorn with R. Hanvey and J. Vaughn, A Guide To Four Essential Themes: Global Realities (Dayton: Charles F. Kettering Foundation),9.